REPORT RESUMES

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A CURRICULUM GUIDE IN FOREIGN LANGUAGE--FRENCH IN GRADES 4, 5, AND 6.

BY- LUTZ, STEVEN AND OTHERS
PRINCE GEORGES COUNTY BOARD OF EDUCATION

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THIS CURRICULUM GUIDE FOR A FRENCH FLES PROGRAM, FEATURING EDUCATIONAL TELEVISION IN COMBINATION WITH CLASSROOM INSTRUCTION BY LANGUAGE SPECIALISTS, REFLECTS FIVE YEARS' EXPERIENCE WITH THE PROGRAM IN PRINCE GEORGE'S COUNTY, MARYLAND. THE PROGRAM FOR GRADES 4, 5, AND 6 DESCRIBED IN THIS GUIDE HAS BEEN EVALUATED, IMPROVED, AND IMPLEMENTED AT THE SUGGESTION OF BOTH ADMINISTRATORS AND TEACHERS IN THE AREA. PART ONE CONTAINS BOTH SPECIFIC AND GENERAL INFORMATION ON ADVOCATED FLES TEACHING PRACTICES AND FOCUSES ATTENTION ON SEQUENCES AND LEVELS OF INSTRUCTION, PUPIL SCREENING FOR ADVANCED PROGRAMS, AUDIOLINGUAL TEACHING TECHNIQUES, THE USE OF AUDIOVISUAL AIDS, AND TEACHER RESPONSIBILITIES, RAPPORT, AND SELF-EVALUATION. ALSO DISCUSSED IN THIS SECTION ARE PUPIL PROGRESS REPORTS, THE TEACHING OF CULTURE, FACULTY ORIENTATION, AND FLES ACHIEVEMENT. THE REMAINDER OF THE GUIDE, IN THE FORM OF A TEACHER'S MANUAL, CONTAINS THREE SECTIONS, EACH OF WHICH DEALS SPECIFICALLY WITH DESCRIPTIONS, OUTLINES, TEACHING TECHNIQUES, DRILLS, TEACHER PLANNING, AND TESTING PROCEDURES FOR EACH LEVEL OF THE 3-YEAR COURSE. FOR GRADE 6, FOUR SUPPLEMENTARY EXERCISES ARE ADDED. SAMPLE LESSON PLANS FOR EACH GRADE COMPRISE THE APPENDIXES. (AB)

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A CURRICULUM GUIDE IN

ELEMENTARY FOREIGN LANGUAGE GRADES 4, 5 AND 6

FRENCH

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND

WILLIAM S. SCHMIDT, SUPERINTENDENT

A CURRICULUM GUIDE IN FOREIGN LANGUAGE

FRENCH IN GRADES 4, 5, AND 6

BOARD OF EDUCATION
PRINCE GEORGE'S COUNTY
UPPER MARLBORO, MARYLAND 20870
William S. Schmidt, Superintendent of Schools
1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Foreign language learning has become an increasingly vital task for Americans who were formerly isolated to a great extent from other cultures. Enlightened and articulate citizens promote understanding of American ideals and increase their knowledge of other cultures when they are able to communicate effectively with persons of other nationalities, both at home and abroad.

An early beginning in foreign language learning provides an opportunity to take advantage of the child's ability and curiosity in developing the skills which are necessary to the acquisition of all languages. The able student who continues throughout his secondary school education, and even beyond, to increase the skills begun in the Elementary School French Program, will have at his disposal both a tool and a key which will help to open new vistas of experience.

The study of French in the elementary school not only provides an early beginning in foreign language learning but it also acquaints all pupils with a culture other than their own. A successful experience in one foreign language undoubtedly makes it easier to acquire other languages.

This Guide is a reflection of the efforts and experiences of the Elementary School French teachers who constantly strive to broaden the linguistic learnings and cultural understandings of pupils in Prince George's County.

William S. Schmidt

William S. Schmidt
Superintendent of Schools

PREFACE

Foreign language in the elementary school, commonly called FLES, started on a voluntary basis in Prince George's County, with parent or PTA sponsorship. This type of program operated in the County for several years on a before-and-after school basis. After an extensive survey, French was chosen as the language to be taught in the elementary school, and it became a regular part of the school curriculum in 1962.

The program, one of the largest and most successful in this area, combines the offerings of the educational television programs from WETA and the direct classroom contact of our own staff of French teachers. For many children the FLES program in Prince George's County provides an orientation to a second language and through this experience an appreciation of another culture. For the able student this program offers an opportunity for a continuous program in French from Grades 4-12.

All of the students in Grades 4 and 5 participate in the FLES program. Beginning in Grade 6, students who have special problems in learning spend extra time with the classroom teacher, in lieu of the French program, in order to improve their skills in the language arts area. A second opportunity for beginning the study of a foreign language is offered in Grade 9 as well as in the senior high school.

Teachers and administrators have been most helpful in evaluating the FLES program, and we hope that they will continue to lend their ideas and suggestions toward the improvement of this program.

Robert J. Shockley

Robert J. Shockley
Assistant Superintendent of Schools
for Elementary Education

INTRODUCTION

This Curriculum Guide for French in Grades 4, 5, and 6 reflects the experiences of the Elementary School French Teachers in Prince George's County. The assistance and suggestions of administrators and teachers both implement the program and provide for constant evaluation and change for the continuous improvement of teaching French in the elementary school.

Part I of this Curriculum Guide contains general information which pertains both to the teaching of FLES in Prince George's County and to practices advocated by the field of foreign language teaching and learning. The remaining parts of the Guide are in the form of a teacher's manual and are geared directly to the specific lessons of the three year course based upon the past experiences of the FLES teachers.

Appreciation is gratefully acknowledged to the administration, principals, classroom teachers, and French teachers whose joint support and efforts make possible a French program in the elementary schools of Prince George's County. Particular indebtedness is due Mrs. Dora F. Kennedy, Supervisor of Foreign Languages, for her suggestions and guidance and for having proofread the copy of this Guide. Appreciation is acknowledged to all FLES teachers, many of whom prepared material for this Guide, and particularly to Mrs. Joyce Caughman, Mrs. Eleonore Phillips, and Mrs. Janine Sublette for the preparation of Sample Lesson Plans for Grades 4, 5, and 6, respectively.

Steven Lutz

Steven Lutz
Assistant Supervisor
of Foreign Languages
June 1967

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PART I

GENERAL INFORMATION

"The state of memory, in early life,
is favorable to the acquisition of
languages, especially when they are
conveyed to the mind, through the ear.
It is moreover in early life only,
that the organs of speech yield in
such a manner as to favour the just
pronunciation of foreign languages."

Benjamin Rush, 1789

DEVELOPMENT OF THE ELEMENTARY SCHOOL FRENCH PROGRAM IN PRINCE GEORGE'S COUNTY

As a result of the postwar national interest in modern foreign languages and the resultant change in methodology requiring a long sequence in foreign language study in order to enable the student to master the skills of understanding and speaking as well as to attain the traditionally accepted goals of reading and writing, many PTA groups were instrumental during the 1950's in the implementation of locally sponsored foreign language programs in a great number of the elementary schools of Prince George's County. The PTA group sponsored its own program, usually employing a native speaker of the language in which the majority of the parents were interested. The children met with the teacher either before, but usually after school, generally for a half hour twice a week, in order to receive instruction in a modern foreign language. Most of the programs involved French or Spanish, although German and Russian were also offered at a few schools.

In the early 1960's the feasibility of adding a foreign language to the elementary school curriculum was considered. Costs, availability of teachers, and different types of programs were examined. Parents were surveyed in order to determine which language they preferred. The results of the parental survey were as follows:

Approximate percentage of respondents desiring instruction in a particular language:	70%	French
	20%	Spanish
	10%	German, Russian, Italian, Other

Choice of Language and Type of Program

Plans were made to introduce instruction in French in the elementary school because of the following factors:

Overwhelming parental interest in French

Availability of a structured French program (based on television in order to keep the costs as low as possible)

Supply of French instructors with FLES experience

Feasibility of subsequent articulation of an Elementary School French Program with instruction in French in the secondary school

Program Based on Television with Follow-up by French Teacher

Investigation of various types of FLES materials in French, keeping in mind the implementation and cost of such a program, led to the consensus that the use of the PARLONS FRANÇAIS French series, distributed by the Heath deRochemont Corporation, was the most feasible type of program. This film course was already being broadcast via television by WETA-TV, Channel 26, the educational station of the Washington, D. C. metropolitan area. Educational television was currently being employed in other areas of the elementary school curriculum, and for such participation the County paid WETA-TV one dollar per child. Participation in the French Program therefore necessitated no addition in cost as far as the viewing of television was concerned.

During the 1962-63 school year, French was begun in Grade 4 in sixty elementary schools. In subsequent years the program was expanded to Grades 5 and 6 and to all elementary schools. During the 1966-67 school year, French was offered in 139 elementary schools to approximately 31,000 pupils in 1,110 classes in Grades 4, 5, and 6.

Since the introduction of the PARLONS FRANÇAIS Program during the 1962-63 school year, its implementation has been modified, and the television course is no longer used in Grade 6. The PARLONS FRANÇAIS course continues to be used in Grades 4 and 5 to present the new material to the pupils. Two fifteen minute films are viewed by pupils twice a week under the supervision of the classroom teacher; the following day the French teacher conducts a twenty minute follow-up lesson based upon the televised program which the pupils viewed.

The advantages of the use of television in foreign language instruction in the elementary school are as follows:

1. If educational television is being used in other areas of the curriculum, there is no increase in cost for participation in foreign language instruction.

2. The cost of a televised foreign language program is less than one in which the teacher meets with each class five times a week.

3. The PARLONS FRANÇAIS series provides the opportunity for pupils to view scenes filmed in France, to hear and to see native speakers of French using their language in realistic situations, and to take advantage of the audio-visual benefits available through the medium of television.

As French is a regular part of the elementary school curriculum, all pupils in Grades 4 and 5 receive instruction in the language.

Since the discontinuance of the television program in Grade 6, the third year classes have been lengthened to thirty minutes. Pupils in Grade 6 usually receive instruction in French twice one week, three times the next (the French teacher alternating Mondays in different schools), an average of seventy-five minutes of French per week in most instances.

As reading and some writing of French are introduced in Grade 6, some pupils who have severe reading problems in English naturally experience similar difficulties in French. In order to provide a flexible program to take care of individual differences, particularly for those pupils who may be unable to achieve adequately in French, the elementary school principal may remove pupils with severe reading problems from the French Program in order that the Grade 6 classroom teacher may provide additional individualized small group instruction in the basic skills while the French teacher works with the majority of the pupils.

RATIONALE AND OBJECTIVES OF FLES
(Foreign Language in the Elementary School)

A Spanish poem, written by Nicolás Fernández de Moratín, in the eighteenth century, expresses the basic philosophy behind the FLES movement: an early beginning and a long sequence of foreign language learning so that the four skills of listening comprehension, speaking, reading and writing may be mastered according to the ability of the student. A line-by-line bilingual version of the poem might be as follows:

AN EIGHTEENTH CENTURY SPANISH EPIGRAM AND THE FLES PROGRAM [1]

"Epigrama"

Asombróse un portugués
  (A Portuguese was amazed)

de ver que en su tierna infancia
  (to see that, in their early childhood)

todos los niños de Francia
  (all the children of France)

supiesen hablar francés.
  (knew how to speak French.)

-- Arte diabólica es --
  (It is truly uncanny)

dijo (torciendo el mostacho)
  (he said, twirling his mustache)

que para hablar en gabacho
  (that to speak the French lingo)

un hidalgo de Portugal
  (a nobleman of Portugal)

llega a viejo y lo habla mal
  (gets to be an old man and speaks
    it poorly)

y aquí lo parla un muchacho.
  (and here a mere boy rattles
    it off.)

"It has been irrefutably established by psychologists and linguists of repute that, at the age of five, the average child has mastered all of the basic structures of his mother tongue and uses a daily vocabulary which ranges from ten to fifteen thousand words. Moreover, he expresses himself in complete, syntactically correct sentences of all kinds. This achievement -- which is truly remarkable, in spite of the fact that it is largely taken for granted -- can be explained only in terms of the tremendous language learning capacity with which the child is endowed at birth. It has been similarly ascertained that the child between the ages of five and ten is most capable of acquiring a second, and even a third, language. This should not come as news to parents who have had occasion to live abroad for

[1] Taken from an address by Dr. Henry Mendeloff, Associate Professor of Foreign Languages at the University of Maryland, made in 1961 to the PTA groups of two elementary schools in Prince George's County.

extended periods of time, and who have had to rely upon their youngsters to serve as interpreters in their dealings with the native, non-English speaking population. At this age, the child is possessed of what may be described as a linguistic reflecting mirror and imitates what he hears accurately, with no self-consciousness and with a minimum of interference on the part of his mother tongue. His language habits are still very much in a state of flux and his capacity for learning a foreign language is at its maximum. Unfortunately, the silver of this mirror which imparts to it its reflecting potential soon begins to fade, and by the time the child has become an adolescent, it has largely vanished.

"The success that children have in learning a foreign language in the respective cultural area may be attributed to many factors: the high motivation they have in understanding and making themselves understood, especially with regard to other children of their own age; their almost constant exposure to, and participation in, the spoken language during all of their waking hours; their opportunity for constant practice in the use of the basic structures of meaning, involving sounds, forms, sequence and vocabulary; the excellent models available for imitation; the immediate reinforcement of their step-by-step success by the reaction of those with whom they converse; the immediate correction of serious errors of a semantic nature; and, finally, their first-hand contact with the culture which gives the language its meaning.

"All of these factors have direct bearing upon the philosophy, objectives, curriculum and methodology of the FLES Program.

Our objectives are to train the child to understand what is said in the foreign language when it is spoken by a native at a normal rate of speech; to express himself in the foreign language with at least near-native accuracy and fluency, within the delimitations of what he has been taught to understand aurally; to take the first steps -- in the upper grades, of course -- in learning to read what he has already learned to understand and to say. These are our linguistic objectives. Culturally, we hope to instill in the child an intelligent, sympathetic attitude toward the foreign culture whose language he is learning, and toward the people who speak the language and are themselves products of that culture. Conversely, we hope to develop a greater understanding and appreciation of the child's own language and culture. Ultimately, we hope that by virtue of his linguistic accomplishments, he will lead a richer life, intellectually and culturally, and will be able to make a more positive contribution in his nation's efforts to ensure a peaceful future for all mankind.

"Basically, our methodology is predicated on at least four fundamental premises: 1) that language is essentially the spoken word, that is, talk; gestures serve only to reinforce speech and written symbols serve only to record it; the inadequacies of both gestures and written symbols are too obvious to require further discussion; 2) that talk involves at least one speaker, one hearer, and a situation which gives it meaning; 3) that audio-lingual skills are attained only to the extent that authentic models are heard, imitated and adapted to other situations by the process of analogy; 4) that written symbols are at best imperfect representations of the spoken word, and must be relegated to the stage of the language learning program where the basic audio-lingual skills have already been mastered, lest they impair these skills or negate them altogether; 5) that language and culture are inseparable, and the best approach to a foreign culture is through its most distinguishing characteristic, its language.

"These premises lead us to concentrate in the FLES Program upon the spoken language. Children are taught basic dialogues which pertain to specific situations, but which may be utilized in many similar situations. The child who has learned to say in Spanish, 'Vamos a comer' ('Let's eat'), can easily learn to say, 'Vamos a cantar' ('Let's sing'), 'Vamos a jugar' ('Let's play'), etc. The dialogues are taught and learned in terms of the foreign language itself to the extent that the situation and its component elements can be made 'real,' that is, to the extent that they can be brought into, or simulated within, the classroom. For this purpose, realia of all kinds (objects, pictures, toy-houses, toy-furniture, toy-chinaware, etc.) and 'make-believe' games are essential. The teacher never asks, 'How do you say dog in French?' Instead, he points to a toy dog or a picture of a dog and asks, 'Qu'est-ce que c'est?' to which the children, who have been properly prepared for such a question, respond, 'C'est un chien.' Nor does the teacher ask the child, 'How do you say My name is Robert in Spanish?' Instead, he tells the child, 'Te llamas Roberto,' and teaches him to reply, 'Me llamo Roberto' to the question, '¿Cómo te llamas, niño?' The child does not learn the French, German or Spanish equivalent of 'What time is it?' Instead, he sees his teacher point to a clock and hears him ask, "Quelle heure est-il?' or 'Wieviel Uhr ist es?' or '¿Qué hora es?' The sequence is not from the simple to the complex, in terms of traditional grammar. Instead, speech patterns are presented in whatever order they occur in normal conversation, provided that they are meaningful in terms of the respective situations, and that the situations are appropriate to the age and interest levels of the learner. Poems, songs and games serve to enrich the language program: not only do they have their intrinsic linguistic value; they also provide a delightful introduction to the foreign culture they represent.

"The failure of our foreign language teaching program became very apparent with the outbreak of World War II. It has become even more so with the political and diplomatic exigencies of the post-war period. Professional educators have imputed the blame to faulty methodology on the part of the foreign language teacher; foreign language teachers, in turn, have complained that they were being asked to do the impossible, that is, teach their students to understand, speak, read and write a foreign language in two years' time. Unfortunately, both were right. Foreign language study was usually begun in the secondary school and the two-year sequence was almost the rule. Teachers taught considerably more about the language than they did the language itself. In other words, the adolescent was being asked to undertake the mastery of a foreign language when it was taught for the most part in the abstract and when his halcyon years for second language learning were long past, that is, when the neuro-muscular fabric of his body no longer had the linguistic resiliency characteristic of early childhood and, to a lesser extent, of pre-adolescence. Furthermore, a ten-year program was being attempted in two years. Our foreign language failure may be epitomized, therefore, as 'too little, too late.' Fortunately, the situation is much brighter at the present moment and augurs well for the future. Our philosophy, objectives, curriculum and methods have been revised in the light of the findings of applied psychologists and descriptive linguists; we are learning to make the best possible use of mass media and electronic devices; and the federal government has been extremely generous in making progress in the teaching of foreign languages a reality through the National Defense Education Act of 1958.

"The FLES Program is still beset with problems: who shall study FLES? who shall teach FLES? how shall FLES be integrated into the elementary school curriculum? what FL shall be offered? how can continuity be assured? etc. We do not know all of the answers to all of the questions as yet, but we do know the answers to some, and we are striving to find the answers to the others.

"A final word of caution, however, would not be amiss: do not expect these budding linguists to become full-blown overnight. Language learning is a lifetime experience. Rejoice instead that they have taken their first sure steps toward foreign language mastery by learning to understand, to speak and, later, to read the language within the framework of their language learning experience.

"How far the children will go depends upon how early they start, how well they are taught, and how uninterruptedly their progress proceeds. /_Experience has also shown that the ability and application of the students are large factors in their success in foreign language study. _7 If they start too late, or are taught improperly, or are interrupted in their learning by a lack of continuity in the program, they will, like the Portuguese in the poem, reach old age and speak the foreign language poorly, and marvel at the native child who speaks it well."

General Objectives of the Elementary School French Program

The primary objectives of the program are *linguistic* and *cultural*. The linguistic aim is the acquisition, within a limited framework, of the four skills: listening comprehension, speaking, reading and writing. The cultural aims are not considered separately but interpreted as the behavior patterns of the people who speak the language and therefore a part of the linguistic content of the program. The French Program provides an early beginning in foreign language study so that the student is afforded an opportunity to master the four skills if he continues each level of instruction successfully. Since the objectives of the FLES program are linguistic and cultural, the program cannot be defined as one of *enrichment*. *Rather it is a structured skill course designed as the basis for an academic program in the secondary school.* Even though the pupil may not continue foreign language in the secondary school, the program provides all elementary school pupils with a new experience by acquainting them with a culture other than their own.

The following chart indicates the projected sequences in French which will be possible in the future.

SEQUENCES AND LEVELS OF INSTRUCTION IN FRENCH

Level	Beginning with FLES Grades	Beginning in the Secondary School Grades	
I	4, 5, 6,* 7, 8	9 or 10	
II	9	10 or 11	(Possible beginning
III	10	11 or 12	of a second foreign
IV	11	12	language in Grades
V	12		11 or 12.)

* Screening of Pupils in Grade 6 for Foreign Language Study in Grade 7

Because of the adjustment to junior high school and the demands of the basic required subjects, it is essential that the pupil who is weak in reading skills concentrate his effort on the improvement of these skills. For this reason, the Grade 6 pupil must meet certain qualifications in order to enroll in foreign language in Grade 7. In the junior high school foreign languages are elective subjects. In Grade 7, French or Spanish is offered to pupils who meet the following criteria:

1. The Grade 6 pupil must have a score of 50th percentile or above in reading comprehension in English on the Iowa Test of Basic Skills, a standardized achievement test administered in Grades 5 and 6. At least one of the two scores must be 50th percentile or above.

2. If the Grade 6 pupil meets the above criterion, he must also be recommended for foreign language in Grade 7 by the elementary school principal based upon the recommendations of the Grade 6 classroom teacher and the French teacher.

> The principal's recommendation is based upon evaluation of the pupil's ability and achievement in the basic subjects as well as in French.

In order to elect foreign language in Grade 7, the pupil must meet the above qualifications. Continuing French in Grade 7 is geared to pupils who have had French in the elementary school. Pupils should have had at least one full year of French in Grade 6. Spanish is a beginning course. Eligible pupils may elect Beginning Spanish instead of Continuing French if that is their choice. The parent may also indicate that he does not wish his child enrolled in a foreign language course in Grade 7. Pupils may also be considered for beginning French or Spanish in Grade 9.

At the time parents are being informed by letter that their children are eligible to elect Continuing French or Beginning Spanish in Grade 7, the French teacher should discuss with the Grade 6 pupils the types of programs in the junior high school and what they will be responsible for doing in order to be successful in the study of a foreign language. Briefly, listening comprehension, speaking, reading and writing are stressed in the junior high school; students are assigned homework and graded both on assignments and on classroom work; they also study grammar, and each student has a regular textbook.

THE NATURE OF LANGUAGE AND LANGUAGE LEARNING

The most important difference between language learning and some other subjects is that a language is not just a collection of facts, grammatical rules, or word lists; it is primarily a set of habits. The beginner, consequently, does not learn about a foreign language; rather, he practices doing things in the language. This means that pupils studying French will practice doing things, in the beginning through repetition, and then by applying what they have learned, using their muscles of articulation in new ways to produce new kinds of sounds, and sharpening their ears to hear and distinguish new sounds.

Learning French requires the acquisition of a set of habits, and these language habits have to be so firmly fixed that they become unconscious. As long as one has to stop and think how to pronounce a word or phrase, or how to make a grammatical sentence, one's habits are not firmly fixed; this means that a great deal of practice is needed in mastering the sounds and basic structures of the language.

In learning their native language, children have to listen and recognize meanings (aural comprehension) before they speak (oral production); and they comprehend and produce orally long before they begin to read; and writing comes last of all. Learning a foreign language is not exactly the same as a child's learning his native language, but there are many points of similarity. In some ways the skills mastered in the native language may be helpful in learning the foreign language (recognition of relationships or patterns, comprehension of directions, and experience with reading and writing); on the other hand, the native language may also interfere with the foreign language (particularly in speaking and reading).

While it is impossible to duplicate the same situations which the child experienced in learning English, we can employ somewhat similar methods in introducing French in the elementary school and apply these basic principles to the pupils' learning: intensive guided practice of the spoken language, and subsequently, a highly controlled introduction of the graphic forms that have been previously mastered orally.

THE STAGES OF LANGUAGE LEARNING

In Grade 4 understanding and speaking are stressed, and the pupils have no recourse to the graphic forms of French. In Grade 5 these two basic skills continue to be of primary importance, but gradually controlled reading ("reading readiness") of basic material is introduced according to the ability and achievement of the pupils. In Grade 6 the pupils are provided further reading practice and some writing (copying, for the most part) of material that has been previously drilled orally.

Each new sound, word, phrase, or grammatical construction presented to the pupils goes through five stages as it becomes part of the learner's habits: recognition, imitation, repetition, variation, and selection.

Recognition is the first stage. The learner listens to what he hears on television or as the teacher pronounces the new model. At the same time, the teacher is helping him to recognize its meaning by gestures, props, presentation of patterns and the general context of preceding structures, and when necessary, particularly with abstract material, an English paraphrase of the model sentence. Some classroom expressions will be heard and understood by the pupils but never used by them.

Imitation is the second stage of learning. In the imitation stage the learner responds with speech to the stimulus of what he has just heard. The pupil must hear the model clearly if he is to reproduce it accurately.

After imitation has begun the formation of a correct habit, repetition strengthens it. The pupil has to remember and repeat what he has just heard. In addition to single repetition by the entire group, the teacher may also wish to use double-echo, calling upon the pupils to repeat the model sentence twice. In presenting questions and answers, the teacher first models the answer a few times and calls for repetition; then the question is asked and the pupils are prompted to answer. Questions are usually as equally important as answers, and pupils need to master both forms.

For some particular items the next stage is variation, which is generally limited to a few of the basic grammatical variations (singular/plural, masculine/feminine) or basic types of sentences (statement/question, affirmative/negative) as well as personalization of material which has been presented and drilled, that is, leading the children to use the structures and to incorporate them into their own experiences.

The fifth stage is selection. If the learner has already mastered a quantity of basic structures, when he needs a sentence to express a particular meaning, he selects the appropriate sentence to fit the need. This ability comes only after a great deal of practice in the preceding stages. In the Elementary School French Program, selection is rather restricted, for obvious reasons. Premature practice of selection would undoubtedly lead to the making of mistakes which is directly contrary to the goal of forming correct habits.

After continued exposure to French in the secondary school comes the ability to use French accurately and fluently and to understand and express a wide range of meanings. This comes only after hundreds of hours of practice and depends upon the pupil's achievement in the four skills of foreign language learning and his understanding of grammatical principles.

THE USE OF ENGLISH

Skills are developed only through practice, and proficiency is reached when practice follows a planned sequence. If pupils are to master basic skills in French, they must be provided ample opportunity to use the language, and the use of English must be kept to a minimum. It is very easy for the FLES teacher to fall into the bad habit of using considerable English in the classroom, constantly breaking the train of thought by interrupting the drill with an unnecessary comment. The children should be instructed from the beginning that they are to use English only when invited to do so by the teacher, and these instances should be quite rare.

English should be used by the teacher under the following circumstances:

1. The orientation of the pupils at the beginning of the school year, establishing rules and regulations, and explaining methods and procedures.

2. Motivating the pupils and developing interest in the study of French by brief anecdotes or cultural explanations. This might also include the showing of slides or filmstrips and related discussion.

3. The paraphrasing or stating the meaning of a structure which is very difficult to demonstrate in French. In such instances, the teacher uses

pictures or other props, models the structure a few times in French, gives the meaning in English, and then drills the material.

4. A brief statement or the giving of directions in order to save time or in cases where French would not be understood.

5. In Grade 5, the first film of a new Basic Content should be introduced in English by first paraphrasing the dialogue, using pictures; then each line is modeled a few times, its meaning given in English, and then the structure is drilled briefly. In subsequent follow-up lessons, the teacher drills the material of the Basic Content section.

6. In Grade 6, it is preferable to assign homework at the end of class, discuss the directions for its completion, giving a few examples, if necessary; at the same time the teacher may wish to discuss briefly any grammatical structure drilled that day or any difficulty that occurred.

If the teacher becomes absorbed in the teaching of grammar and neglects the drilling and personalization of patterns, as well as repeated readings of material previously introduced, it is quite easy to resort to English for clarification. The avoidance of English, except under the circumstances outlined above, is a matter that requires determination and thorough planning on the part of the teacher.

Since we cannot duplicate the manner in which the pupils learned their native language, English is sometimes used in presenting the meaning of a new structure. The pupils must understand what they are saying although they need not know the grammatical components of the structure, particularly in Grades 4 and 5. If pupils are to be trained to think in French and later to read without recourse to translation, they must never be asked to translate from either language to the other. If the teacher is in doubt about comprehension, she should give the meaning in English and continue to drill and personalize the material.

HAND SIGNALS

Time may be saved if some hand signals are consistently used to indicate who is to perform (the entire class; part of the class -- left, right, front, back; row or group; individual). Other signals may be used for such commands as single repetition, double-echo, louder, stop. The teacher, therefore, will want to develop hand signals to use with most of the following commands:

Toute la classe... Tout le monde...

Ce côté-ci... Ce côté-là...

La première rangée... La deuxième rangée...

Tous les garçons...

Toutes les petites filles...

Ecoute/ Ecoutez!

Répète/ Répétez!

Réponds/ Répondez!

Parle/ Parlez plus fort!

Commence/ Commencez!

Demande/ Demandez!

Regarde/ Regardez!

THE DIALOGUE

The dialogue provides a means of presenting structure, vocabulary, and cultural information in life-like situations. The dialogue should provide pupils with material which they can use; thus, it should be related to the interests of the pupils. If they are to use the material contained in the dialogue, they must have adequate opportunity through drill to memorize the dialogue. Thorough memorization of the dialogue depends upon its length and the amount of time available (Grades 4 and 5); unfortunately, some may be too long for total memorization. In such cases, the pupils should understand the entire dialogue and be able to use the more important structures, particularly those which lend themselves to question and answer forms. As some dialogues consist of ten lines or more, the teacher will necessarily have to present and drill one part of the dialogue a particular day and reserve the remainder for presentation and drill in a subsequent lesson.

Mastery of a dialogue does not terminate with the memorization of the lines of the dialogue in the sequence in which they occur. Memorization of the speakers' parts is only the first step. The pupils must be able to manipulate the elements of the dialogue and to be able to use the material in similar but slightly different situations (variation). This requires a constant interchange of questions and answers based on the dialogue. Suggestions for presenting and drilling particular dialogues are given in other sections of this Guide as they occur in certain lessons.

PERSONALIZATION

The memorization of dialogue material and related drills is of paramount importance in learning to understand and to speak French.

In order to achieve mastery of the elements contained in a dialogue or drill (over-learning), it is imperative that the pupils have the opportunity to use (and not simply to repeat), the material presented therein. Thus, it is necessary that the teacher personalize the material as it is taught. Personalization requires the planning of exercises and activities which will lead the pupils to master the material contained in the dialogue or drill. Thus, the material is brought into the personal experience of the pupils.

In the dialogue of Basic Content 11, Grade 5, the following lines appear:

Où habites-tu?
J'habite là-bas, de l'autre côté de la Seine.

These lines can be extracted from the dialogue and the pattern can be expanded and personalized:

Où habites-tu?
J'habite Suitland (etc.).

Où habite-t-il/elle?
Il/Elle habite Cheverly (etc.).

The mere memorization of a dialogue or drill, if dropped at that point, would amount to little more than a drill on pronunciation and intonation. Thus, it is necessary to concentrate on and expand the important structures when drilling a dialogue.

TEACHING A SONG

The following steps are suggested for teaching a song in French:

1. Make certain that your version (lyrics and melody) is the same as that which the pupils hear on television (Grades 4 and 5). Check any possible liaison.

2. Explain briefly in English what the song is about.

3. Use pictures or drawings to explain the meaning of the song.

4. Sing it through once for the class, using pictures and gestures.

5. Sing it phrase by phrase, having the pupils repeat. It is necessary to repeat the lyrics several times. It is easier for the pupils to learn the words and the melody of the song if the melody is used in repeating the words.

6. Sing the song line by line.

7. Sing the entire song, complete with appropriate gestures. Continue to teach and sing the song in subsequent lessons.

It is often necessary to review the meaning of the song in the next lesson. The pupils should have a general idea of what they are singing even though a literal translation is not necessary.

Each school has copies of the song records. The French teacher may obtain a copy of the recordings from the Central Office if they are needed for preparation.

Copies of the Teacher's Guides for Grades 4 and 5 are issued to the music teachers each year so that they may use the French music in class, if the curriculum permits and if they wish to do so. The television schedules (which include the title of the songs for particular lessons) and the instructions for the French Program are also issued to the music teachers who are requested to use the French songs only after they have been introduced and drilled by the French teacher. In this manner the French teacher and the music teacher can cooperate in relating French to another area of the curriculum.

PROPS

The use of props in the teaching of foreign languages is of paramount importance, particularly in the elementary school. Pictures, drawings, flashcards, toys, and other objects serve as visual stimuli in presenting and reinforcing the meaning of vocabulary and structure. It is recommended that teachers clip pictures from magazines and other sources to add to their collection of props.

As it is quite often difficult and sometimes impossible to obtain certain pictures, several French teachers have prepared pictures on ditto which are directly related to specific lessons in the French Program. Each picture has a number so that it can be easily located. The numbers of the pictures are included under each lesson in this Guide. Because of the limited supply, these pictures are distributed only to French teachers.

In preparing the pictures distributed by the Central Office, the teacher should color them brightly and mount them so that they will be durable. Before coloring them, however, the teacher should check the lesson in which they are used in order to see if certain colors are required.

A set of twelve clear plastic page protectors may be purchased in local stores for a nominal cost; two pictures may be inserted in each protector. In this manner the pictures may be filed in a three-ring binder or filed numerically in folders when not being used. Some teachers file their pictures by lesson number.

Decorative plastic fruit which is washable, unbreakable and life-like, as well as other items of a similar nature, may be purchased locally.

Foreign flags, inexpensive toys, etc., are available from numerous stores in the area.

In planning each lesson, the French teacher should carefully select the props to be used. In order to make use of every second during the French lesson, it is imperative that only the necessary props be on hand so that a particular prop may be easily located.

Many French teachers make or purchase puppets which may be used quite effectively in presenting and drilling dialogue material. Attractive visual aids not only reinforce meaning but they also add variety and bring greater enjoyment to the learning of the language by helping to relieve the monotony of drilling.

The following is a brief list of sources where props and related materials may be obtained:

Garrison Toy and Novelty Company

(Toys, flags, etc., at a
20% educational discount.)

919 - 12th Street, N. W.
Washington, D. C.

Capitol Plaza Shopping Center
Landover, Maryland

11130 Rockville Pike
Rockville, Maryland

French Cultural Services
972 Fifth Avenue
New York, New York 10021

(Ask for list of materials
supplied at nominal cost:
posters, maps, reading
material in English on
holidays, dress, customs, etc.
This source is good for the
preparation of bulletin boards.)

CLASS ROSTERS

The teacher may obtain a roster of pupils in each class from the school secretary. Because of possible changes and regrouping of pupils, it is advisable to use these original copies in assigning French names. Later, the blank forms which are distributed by the Central Office, entitled "Class Roster and Grading Chart" may be prepared for each class. These rosters should include the name of the school, the year, the grade level, and the names of the French teacher and the classroom teacher. At the end of the school year, the completed rosters, including the evaluation of each pupil for the four marking periods, are sent to the Central Office for redistribution the following school year.

NAME CARDS

Name cards should be prepared as soon as possible so that the French teacher as well as the pupils may begin to learn the French names. Tagboard, preferably the kind that comes in long strips, may usually be obtained in the schools. Prepare a name card for each pupil in the following style:

Peter Smith
- - - - - - - - - - - - - - - -
Pierre

The pupil's French name should be printed on one side and his first and last name printed on the other; thus will be of assistance when evaluating the pupils for the four report cards. The music teachers will also be able to make use of the cards, if they wish.

In Grades 5 and 6, the French teacher should denote by using a different color those pupils who did not have French previously.

As soon as the name cards are prepared and distributed, the French teacher should check the pupils' pronunciation (particularly in Grade 4) so that they do not mispronounce their French names.

If the classroom teacher is able to prepare the cards and to write each pupil's full name on one side, the French teacher needs merely to assign French names and see that they are correctly printed on the cards.

REPORTING PUPIL PROGRESS

Tell the children that their progress and achievement in French will appear on the report cards which are distributed four times throughout the school year. All information pertaining to the preparation and distribution of report cards is included in a memo which is sent each fall to the French teachers and principals.

Because of the great number of pupils involved, the French teacher may use the "Class Roster and Grading Charts" in class for evaluating pupil progress. The grades should be put on these sheets at least a week in advance of the date set for the distribution of the report cards so that there will be a sufficient amount of time for recording the grades on the report cards. If the classroom teacher transfers the grades from the "Class Roster and Grading Chart" to the report cards, the French teacher should obtain the rosters from the classroom teachers as soon as they have finished with them.

The children are graded according to their ability. Thus, all children will not be interested in French or able to succeed to the extent that the teacher may desire. It is imperative that the French teacher accept this fact and plan accordingly in order to meet the needs of individual pupils.

BOYS' NAMES

English	French
Alan	Alain
Albert	Albert
Alexander	Alexandre
Alfred	Alfred
Andrew	André
Anthony	Antoine
Arthur	Arthur
Benjamin	Benjamin
Bernard	Bernard
Bruno	Bruno
Carl	Charles
Charles	Charles
Claude	Claude
Christopher	Christophe
Daniel	Daniel
David	David
Dennis	Denis
Dominic	Dominique
Edmund	Edmond
Edward	Edouard
Eugene	Eugène
Emil	Emile
Francis	Francis (s pronounced)
Frank	François
Frederick	Frédéric
George	Georges
Gerard	Gérard
Gilbert	Gilbert
Gregory	Grégoire
Guy	Guy
Henry	Henri
Hubert	Hubert
James (Jim)	Jacques
Jeffrey	Geoffry
Jerome	Jérôme
John	Jean
Joseph	Joseph
Julian	Julien
Lawrence	Laurent
Leon	Léon
Leonard	Léonard
Louis	Louis
Luke	Luc

English	French
Mark	Marc
Martin	Martin
Michael	Michel
Morris	Maurice
Nicholas	Nicolas
Oliver	Olivier
Patrick	Patrick (Patrice)
Paul	Paul
Peter	Pierre
Philip	Philippe
Raymond	Raymond
Richard	Richard
Robert	Robert
Roger	Roger
Roland	Roland
Samuel	Samuel
Stephen	Etienne (Stéphane)
Thomas	Thomas
Victor	Victor
Vincent	Vincent
Walter	Gautier (Gauthier)
William	Guillaume

Additional French Boys' Names:

Benoît
Bertrand
Christian
Didier
Gaston
Germain
Gilles
Hervé
Jean-Charles
Jean-Claude
Jean-François
Jean-Jacques
Jean-Lou
Jean-Louis
Jean-Paul
Jean-Philippe
Jean-Pierre
Joël
Lucien
Marcel
Noël
René
Yves

GIRLS' NAMES

English	French
Alice	Alice
Adele	Adèle
Agnes	Agnès
Andrea	Andrée
Angela	Angèle
Ann (Anne)	Anne, Annette
Barbara	Barbara
Beatrice	Béatrice
Blanche	Blanche
Catherine	Catherine
Carol	Carole (Caroline)
Charlotte	Charlotte
Christine	Christine (Christiane)
Claire (Clara)	Claire (Clairette)
Claudine	Claudine
Denise	Denise
Diane	Diane
Dominique	Dominique
Dorothy	Dorothée
Edith	Edith
Elise	Elise
Elizabeth	Elisabeth
Emily	Emilie
Esther	Esther
Evelyn	Evelyne
Florence	Florence
Frances	Françoise
Genevive	Geneviève
Harriet	Henriette
Helen (Ellen)	Hélène
Isabel	Isabelle
Jean (Janet, Joan)	Jeanne (Jeannette, Jeanine, Janine, Jeannine, Janou)
Jacqueline	Jacqueline
Josephine	Joséphine (Josée, Josette)
Julia	Julie (Juliette)
June	Junie
Laura	Laure (Lorette, Laurette)
Lillian	Liliane
Linda	Linda (Line, Linette)

English	French
Louise	Louise
Lucile	Lucile
Lucy	Lucie (Lucette, Lucienne)
Madelaine	Madeleine
Margaret	Marguerite
Marilyn	Marie-Line
Mary-Anne	Marianne
Mary	Marie
Marian	Marion
Martha	Marthe
Monica	Monique
Nancy	Anne (Nanette)
Natalie	Nathaly
Patricia	Patricia
Pauline	Pauline
Rose	Rose
Sarah	Sarah
Susan	Suzanne
Stephanie	Stéphanie
Sylvia	Sylvie
Theresa	Thérèse
Veronica	Véronique
Virginia	Virginie

Additional French Girls' Names:

Aliette
Aline
Antoinette
Babette
Brigitte
Bernadette
Bettina
Carine
Câline
Chantal
Claudine
Colette
Danièle
Germaine
Gigi
Ginette
Gilberte
Lisette
Marie-Claude
Marie-Josée
Marie-Louise
Marie-Hélène
Marie-Elisabeth
Martine
Michèle
Micheline
Nicole
Noëlle
Paulette
Simone
Yvette
Yvonne

THE TEACHING OF CULTURE

As stated earlier, the primary objectives of the Elementary School French Program are linguistic and cultural, and the cultural aims are interpreted as the behavior patterns of the people who speak the language and are therefore a part of the linguistic content of the program.

In an article entitled "Culture and Language Instruction,"[1] Dr. Nelson Brooks writes:

> "To distinguish between these two different aspects of culture, the terms formal and deep are used in this discussion. Formal culture refers to the products of artistic endeavor, achievements of intellectual and artistic genius, deeds of heroic valor and concepts of lofty spirit, and various modes of significant thought, genteel living, and racial vigor. These are matters of which a country or nation is fully aware and justly proud, which everyone is informed about and is quite willing to discuss, to display, and to send abroad to be admired and emulated. Deep culture, on the other hand, refers to the thoughts and beliefs and actions, the concerns and hopes and worries, the personal values, the minor vanities and the half-serious superstitions, the subtle gradations of interpersonal relationships as expressed in actions and words, the day-by-day details of life as it is lived -- often with little or no awareness of these details -- at home and at school, at work or at play, in church and in celebrations, in childhood or in manhood, in battle or in peace, in country or in city -- in short, what it is like to be a Russian, a Mexican, or a Japanese."

Teachers are referred to a list of (deep) cultural topics, pages 87-92, in a book by Dr. Brooks, entitled Language and Language Learning.[2]

In the Elementary School French Program we are primarily concerned with deep culture, i.e., the awareness by the children, perhaps unconsciously in many instances, of the similarities and differences between American and French culture. Such things as the handshake and greetings, Monday considered the first day of the week, school on Saturdays but not on Thursdays, Poisson d'avril, etc., add imperceptibly to the pupils' understanding of and acquaintance with another culture.

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[1] Brooks, Nelson, "Culture and Language Instruction," Teacher's Notebook in Modern Foreign Languages, Spring, 1966.

[2] Brooks, Nelson, Language and Language Learning, Theory and Practice, New York: Harcourt, Brace and Company, 1960.

It is often possible to enliven the program by telling the children in English anecdotes or cultural facts which they may find very interesting. Let us confine the teaching of formal culture, for the most part, to the secondary school, delaying it until the students are more adept in their foreign language skills, more knowledgeable of concepts and the world about them, and capable of reading and discussing in French the many facets of French civilization.

THE USE OF FILMS, FILMSTRIPS, AND SLIDES

The showing of films, filmstrips, and slides is appropriate as a cultural experience, particularly during the week preceding holidays or vacations, if it does not interfere with the drilling of the basic material in the French Program. It is sometimes possible to borrow travelogue films from libraries, airlines, or from other sources. It is preferable that such films for FLES pupils be in English. The showing of films, however, requires more dexterity in the use of the movie projector than with the equipment used for showing filmstrips or slides. FLES teachers are asked not to request the foreign language films from the Materials Center as the supply is limited, and these films are reserved for the secondary school programs in which the viewing of films serves as a learning as well as a cultural experience.

In using filmstrips and slides, the following procedures are recommended:

1. Ask the Audio-visual Coordinator to show you how to use the filmstrip projector, slide attachment, and screen. An extension cord as well as a stand may be needed.

2. Preview the filmstrip or slides and be thoroughly familiar with the machine.

3. Prepare a lesson plan, formulating questions in English and possibly in French to ask pupils during and after the showing of the filmstrip or slides.

4. Create a learning situation so that the showing of the filmstrip or slides is not merely a means of entertainment or a break in the normal routine.

5. It is sometimes possible to show the filmstrip or slides in a central location (such as on the stage) so that the equipment need not be moved. This also assures adequate darkness as it is sometimes impossible to show films, filmstrips, or slides in classrooms where the sunlight is very bright.

A supply of the two following filmstrips is available at the Materials Center of the Prince George's County Board of Education, 4800 Varnum Street, Bladensburg, Maryland. Please check the catalogue and inquire at the school as to how such materials are obtained.

Paris I: Monuments (color, 31 frames, with script)
Recommended for Grade 5

Living in France (color, 65 frames)
Recommended for Grade 6

If the teacher wishes to purchase her own color slides, they may be obtained from the following company:

Wolfe Worldwide Films 1657 Sawtelle Boulevard Los Angeles, California 90025	This company has an extensive collection of slides with an excellent selection on France. Write for the latest edition of their catalogue which costs $1.00, deductible from the first order.

PERSONAL RESPONSIBILITIES OF THE TEACHER

The following topics have been excerpted from Teaching in the Elementary Schools.[1]

Promoting Good Public Relations

An effective program of public instruction demands support based on mutual understanding and respect of the public which it is designated to serve. Good public relations are essential and mutually beneficial.

The teacher has a vital role in promoting public relations by:

understanding and correctly interpreting county school policies

providing a good program in the classroom

maintaining a good working relationship with parents and with classroom teachers

asking help of the principal or supervisor in solving problems

keeping grievances and criticisms within the school group

practicing ethical professional behavior

thinking of service to the school rather than to oneself, keeping in mind the success of the total school program

maintaining cordial relations between the home and the school

understanding and accepting the premise that faculty morale is the responsibility of each individual member

Being Ethical

The teaching profession requires of all its members the highest ethical standards because of the unique position of a teacher as a liaison between the profession and parents, students and the general public. A teacher must understand that any conduct may be regarded as representative of the profession. Teachers should strive to:

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[1] Teaching in the Elementary Schools, The Board of Education, Prince George's County, Upper Marlboro, Maryland, 1965.

be courteous and professional at all times

be considerate of others and helpful

respect confidences

avoid gossip and criticism

avoid involvement in controversies between other teachers and pupils

be a symbol of the academic world -- especially to children

transact official business only through properly designated officials

Fulfilling Obligations

In fulfilling obligations to the profession, a teacher helps to promote better school and interpersonal relationships by:

working as a member of a team

accepting and fulfilling assigned responsibilities

volunteering services for tasks to be done

being prompt in daily arrival at school

dressing appropriately

Looking the Part

Every teacher should check her personal appearance. Good grooming is essential for all teachers and sets an example for children. Women should wear hose and street dresses. (Backless and low-cut dresses and bare foot sandals are for other occasions.) The teacher should carefully consider and avoid any extreme à la mode fashions which might be detrimental to her role as a teacher. The teacher should get enough rest each night.

Classroom Management

Classroom accomplishments can be improved if each teacher:

- understands each child as an individual
- establishes good rapport with pupils
- encourages pupil participation in planning
- encourages mutual courtesy as a product of mutual respect
- teaches the care and use of books and materials
- maintains daily and weekly lesson plans
- has materials ready for each lesson
- requests help as needed from the classroom teacher, principal and/or supervisor
- plans for the proper care or supervision of children at all times
- lets children know what is expected of them

Homework

Homework is a purposeful activity performed by the child who has been motivated by the learning experiences within the school. It is intended to promote individual competence.

The following criteria are recommended to all teachers for the assignment of homework:

Assignments should supplement or follow-up work done in the classroom.

Assignments should be purposeful. Individual differences and needs must be recognized in homework just as individual differences must be recognized in other phases of the educational process.

Sufficient classroom instruction must be given so that the pupils are thoroughly familiar with the procedures needed to complete the assignments.

Assignments may be of a "drill" nature when needed by the children but should never be used as punishment.

Assignments should be reasonable in scope.

The length of time required to prepare the assignments should be given careful consideration. Assignments should be geared to the age, ability level and attention span of the child.

In assigning written work in Grade 6, it is very important that the French teacher collect the workbooks periodically, underline the errors in red ink, and put a grade (VG, S, NI, or U) on each page. The pupils should then be asked to correct the errors. If the pupil's parents examine the workbook, they will have a better idea of how he is progressing in French.

DISCIPLINE IN THE CLASSROOM

Discipline is important to a teacher and to the children. Principals and teachers together have a responsibility for establishing attainable goals and deciding upon effective procedures and regulations for good school living. Consistent evaluations throughout the year influence the effectiveness of the procedures used. Each classroom group contributes greatly to the over-all atmosphere and behavior within a school. Therefore, it is important that each teacher recognize the value of discipline in a classroom.

In order to have effective discipline, a teacher needs to understand the principles underlying the growth and development of children. Every opportunity should be used by the teacher to study the social, physiological, and psychological forces which affect children's behavior.

The individual teacher can achieve much understanding:

through observing children

through wide and varied experiences in working with children

by taking courses in human development, child study, and education psychology

through extensive reading in related fields

Discipline problems diminish when children have an opportunity _under guidance_ to share in setting goals and tasks for themselves.

There is a close relationship between healthy discipline and human relations. As the _key person_, a teacher can do many things to prevent discipline problems. Try some of these suggestions:

Know and understand children.

Know and understand yourself. A teacher's attitude is very often reflected in children's behavior and attitudes.

Respect the child as a person.

Be consistent and fair in making requests and demands of children.

Look for and comment on good things happening within the classroom. This may be the only way in which children get recognition.

Set up situations which prevent unfortunate incidents by planning in advance with the children:

standards of behavior
and continuous evaluation of these standards.

Involve children in planning for routine management of the classroom.

Use continuous teacher pre-planning and teacher-pupil planning. It is essential that everyone (teacher and children) know what is to be done before attempting it.

Remember that all children are different and so is their behavior; therefore, the procedure you use with one child may not work with another.

Avoid too much talk -- especially repetition in handling discipline.

Facial expressions or motions can accomplish what many words cannot.

Try

getting a child's attention and indicating with a motion to sit down, to get quiet, or to get to work.

walking over quietly to the child and indicating what he should be doing.

speaking to the child personally about his work. (It may be too difficult.)

moving the child away from the group temporarily (but not putting him outside the room).

talking to the child privately, then seeking help from others, i.e., classroom teacher, principal, parent, etc.

discussing the problem with the child, but avoid becoming too friendly and chatting with him as if nothing were wrong. Look at the child and talk directly to him while discussing his problems.

What About My Discipline?

Am I aware of the kind of voice I use?

Is it a loud, high-pitched or shrill voice? (If so, it can keep the children in a very upset, highly emotional state.)

Is it a well-controlled voice? (It can set the tone for classroom habits and behavior.)

Do I base my discipline on "do" instead of "don't"?

Am I aware of what is going on in all sections of the room?

Do I stop "little" things before they become "big"?

Am I friendly but not "chummy" with my children?

When disagreements arise,

do I argue with the children or allow them to argue with me?

do I discuss the problem in a calm voice and manner?

do I avoid being antagonistic, sarcastic or angry?

Do I help my entire class understand reasons for various kinds of behavior encountered in their daily living?

Do I speak to the child privately about his own problem?

Do I evaluate the child's work or problems fairly?

How often do I make a pleasant or personal comment to a child that may improve his respect for himself or his respect for me? (Courtesy and respect work two ways.)

Don't Forget

Maryland State Law emphasizes that "Pupils shall not be stricken on or about the head in any way, nor shall they in any manner be subjected to any brutal or unreasonable punishment."

Under no circumstances is a teacher permitted to administer any kind of corporal punishment under State Law. If such punishment seems warranted, or if a child cannot be coped with in the group, he should be taken, by the teacher, to the principal.

No child may be suspended from school by a teacher. A major suspension of long duration is used only after the teacher and the principal have worked on the problem with the visiting teacher and parents and all solutions have failed. Only the Board of Education may expel a child or make a suspension permanent.

THE RELATIONSHIP OF THE CLASSROOM TEACHER AND THE FLES TEACHER[1]

"'A good rapport between the classroom teacher and the FLES instructor is of basic importance in the development of a successful foreign language program. Such a relationship is readily established when each is determined to strengthen the other's efforts in every way possible... The classroom teacher can help the visiting teacher in various ways. Perhaps he can offer good suggestions as to methods of teaching the particular class the two are sharing. Often he can help by interpreting to the visitor the special needs of individual pupils. Such combined effort accomplishes much toward the effective integration of FLES with the curriculum of the American elementary school.'[2]

"Unfortunately the FLES teacher cannot order the perfect classroom teacher any more than the regular teacher can expect the perfect FLES instructor. Each has to respect the other's individuality, talents, abilities, temperament, classroom attitudes and discipline, and personality. However, the dependence of the FLES teacher on the classroom teacher cannot be underestimated.

"What are the characteristics of classroom teachers who strive constantly to assist the FLES teacher in making the program a success? Probably the most important feature is that they have motivated their students with their own personal enthusiasm toward the French Program.

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[1] Prepared by Mrs. Barbara Timmer, FLES Teacher, as a paper for a Methods Course in the Teaching of Foreign Languages in the Elementary School, spring, 1967.

[2] Erikkson, Marguerite, Forest, Ilse, and Mulhauser, Ruth, Foreign Languages in the Elementary School, Prentice-Hall, Inc., 1964, p. 9.

This takes many forms. The students are ready when "Madame" enters the room, i. e., name tags are in place, desks clear, hands on the desks, and an air of expectancy is felt in the classroom.

"These teachers exchange pleasantries with the FLES teacher, in the limited French of that particular grade level, before the class begins. A student is in charge of having the name cards in place and has this done in advance, collecting them after each class in order to keep them neat and presentable. The classroom teacher stays in the room at all times and even participates in the choral repetitions. She has a French bulletin board in a corner of the room with pictures of France and current events articles. She (or he) cooperates with special requests of the FLES teacher, such as illustrating songs or dialogues for a hall bulletin board. There is little need to enforce discipline in a classroom situation such as this. There is little need, if any, to ask if the children have seen the television programs because this teacher has a student in charge of seeing that the television set is in the room several minutes ahead of the scheduled viewing in order to watch the program from beginning to end. She watches the program enthusiastically with her students, responding to Mme Slack's directions, and even singing the songs, maybe off-key, but singing. And what joy it brings to the heart of the FLES teacher walking down the hall to hear these children singing 'Les Petites Marionnettes' during a 'request song period,' long after the French period is over, or having the students demonstrate some new motions to 'Promenons-nous' that they themselves have devised.

"If all this sounds too perfect, let me quickly point out that there really is such a person. But how about the remaining classroom teachers? That is where diplomacy comes in. And it is not easy. Tact, patience, suggestions, good humor, diplomacy... not easy virtues, one must say. Agreed! However, they are necessary if the FLES teacher is going to make a success of the program. Since in many instances in our rapidly expanding community both classroom and FLES teachers may not be too well acquainted with the aims and policies of the program, these virtues are of the utmost importance. In foreign countries the American serviceman is constantly reminded that each individual is an unofficial representative of his country and for many of the foreigners with whom he comes in contact, he is the only American they will ever meet. So it is with the FLES teacher. And ambassadors of goodwill we must be!

"Never let it be said of the FLES teacher that she feels her subject is the most important one in the school curriculum. Never let it be said that she makes uncompromising demands on the classroom teacher. Never let it be said that she is not congenial with the staff of her school. Never let it be said that she is uncooperative or unsympathetic toward school problems, even though there are times when she might be ready to explode when she is told for the third time that the television antenna has not yet been repaired, or when she is greeted at the door with, 'Oh, I forgot it was time for French.'

"While we are busy stressing French dialogues and drills, let us not forget English phrases such as, 'I certainly would appreciate it if...,' 'If it wouldn't inconvenience you too much, could you possibly arrange to... ?' 'Do you have the same problem with Michel that I do? If so, could you give me some advice on how... ?' 'I certainly understand your problem. Would it help if I... ?'

"The FLES program is still perhaps on trial in many schools. We would not be a part of it if we did not believe in the objectives and goals. It is up to each FLES teacher to look inward as well as outward to make the most of the opportunity of molding young lives to live in our world."

SELF-EVALUATION AND CHECKLIST OF ELEMENTARY SCHOOL FRENCH TEACHER

Outline of Evaluation Form

Two copies of this evaluation are to be prepared by the French teacher, reviewed and signed by each principal, and then submitted to the supervisor. One copy, possibly with changes, will be returned to the teacher. In completing this evaluation, the teacher should consider preparation for and experience in teaching French in the elementary grades. Each spring the teacher receives two copies of this form; each principal also receives a copy for reference only. This evaluation is in addition to the regular evaluation which is completed for each school.

Symbols

VG (Very Good) S (Satisfactory) NI (Needs to Improve) U (Unsatisfactory)

I. Professional Attitude

1. Follows suggested activities (Curriculum Guide, Teacher's Guides, bulletins, workshops, inservice training, etc.).
2. Has completed a FLES methods course or is currently enrolled.
3. Attends workshops and inservice meetings (and is punctual).
4. Accepts suggestions made by principals and supervisor and strives to improve teaching competence.
5. Strives to improve fluency in French or in English.
6. Shows good judgment in discussing school business with parents, teachers, and others.
7. Strives to understand the philosophy of the elementary school.

II. Teaching Power

1. Has facility in French.
2. Has facility in English.
3. Prepares long range and short range lesson plans.
4. Teaching reflects systematic planning and self-evaluation.
5. Develops in pupils a progressive control of the four skills (listening comprehension, speaking, reading, writing).
6. Presents lessons at a pace which keeps each child busy.
7. Uses a variety of activities and techniques.
8. Presents lessons in an interesting and lively manner.
9. Recognizes individual differences.
10. Maintains the interest of children.
11. Pays attention to pupils' pronunciation and corrects when necessary.
12. Makes effective use of visual aids.
13. Speaks clearly and so that the entire class can hear.
14. Has pleasant, well-modulated voice.
15. Is self-critical in solving problems.

III. Classroom Management

1. Maintains order.
2. Requires each child to have plainly printed name card displayed (unless teacher knows names of all children).
3. Makes use of a minimum number of distracting activities (going to the blackboard, shuffling through notebooks, unnecessary use of English, etc.).
4. Gears teaching to the ability of the majority of pupils in each class.
5. Requires pupils to have desks clear of all objects not related to the French Program.

IV. Human Relations

1. Cooperates with principals and classroom teachers.
2. Respects school rules and regulations.
3. Shows sympathy and cordiality to pupils.
4. Shows sympathy and cordiality to fellow workers.
5. Cooperates in extra-curricular activities (assemblies, PTA Programs, etc.).

V. Personal Qualities

1. Is absent from classes only when sick or due to emergencies.
2. Notifies the school before 9:00 a.m. if unable to teach.
3. Begins and ends classes promptly.
4. Maintains good personal appearance.
5. Displays emotional maturity.
6. Checks into office and indicates time of arrival and departure in each school.
7. Shows promptness in mailing Monthly Report for salary and/or travel allowance.
8. Shows promptness in completing Health Certificate, questionnaires, schedule, Report Cards, etc.

As the above evaluation is the type which the French teacher is required to complete each spring, she may wish to refer to these categories and items throughout the year in order to determine whether or not her strength as a teacher continues to improve.

EXPLANATION OF THE PROGRAM TO THE FACULTY

At the beginning of the school year, either in September or in early October, the French teacher should arrange with the principal to meet with the classroom teachers of Grades 4, 5, and 6 in order to discuss the implementation of the program and the use of the materials. It is imperative that a cooperative spirit be established and maintained with each classroom teacher. The French teacher should obtain copies of the materials which are available in each school in order to demonstrate their use and to verify that each teacher has the necessary materials.

The major items for discussion are:

1. General Instructions for the French Program.
2. Bibliography of Books in English about French culture.
3. Television schedules for Grades 4 and 5.

The classroom teachers should be shown how the television schedules are used in preparing pupils for the broadcasts.

4. Teacher's Guides for Grades 4 and 5.

Each classroom teacher should have Parts I and II of the Teacher's Guide. It is imperative that they understand the importance of preparing and motivating the children for television by paraphrasing or reading to them the paragraph in English entitled "Before the Film Lesson" prior to viewing each film. The Grade 5 classroom teachers should understand that we drill the material in the Basic Content sections which is less than that contained in the film lessons. This requires continued motivation by the classroom teachers. Some films in Grade 5 are repeated for additional practice.

5. Each classroom teacher receives a copy of the INVENTORY OF FRENCH MATERIALS and the principal's MASTER INVENTORY lists the number of each item available in the school and when it was sent.

6. The Song Records and Drill Records for Grades 4 and 5 may be used by interested classroom teachers if they have time; they are most beneficial if the classroom teacher uses them when the French teacher is absent, provided that no new material is introduced.

Grade 6:

The classroom teacher should have a copy of the Grade 6 French Workbook. In this manner the teacher can better see what skills are being developed, and he or she may wish to use some of the cultural readings in English as well as to review or teach certain aspects of English grammar. The classroom teacher may also be instrumental in seeing that the assignments are completed.

FOREIGN LANGUAGE ACHIEVEMENT IN THE ELEMENTARY SCHOOL

Elementary school pupils' foreign language achievement is rather limited. Even for the above average pupils who have gained a solid foundation in the basic skills and have begun to develop the right habits in foreign language learning, the level of achievement is likely to be as follows:

1. Ability to understand the memorized material in context.
2. Excellent control of the sound system.
3. Ability to perform with mastery the memorized materials.
4. Ability to vary, to a very limited degree and with some prompting from the teacher, some of the memorized utterances.
5. Enthusiasm for the foreign language -- a reflection of the teacher's enthusiasm.
6. Awareness of certain cultural patterns reflected in the language and observed through visual media.
7. Some experience in reading material which has been previously mastered orally, based upon the teacher's model.
8. Some experience in writing, particularly the copying of material which is very familiar.

While a possible nine-year sequence in French has been begun, rapid achievement is limited because of the following factors:
age and experience of the pupils, hetrogeneous grouping and the ability of the majority of the pupils in each class, amount of time available, and the necessity of over-learning the basic structures and vocabulary items.

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PART II

FRENCH IN GRADE 4

On apprend à parler en parlant.

The objectives of the first year course are mastery of French sounds and of basic vocabulary and expressions (structures) as well as an introduction to French culture. Short dialogues and scenes filmed in France provide material which serves as the basis for achieving comprehension and for memorizing selected amounts of the spoken language through drill and constant use.

Lessons: Films 1 - 60, two fifteen minute films per week

Follow-up Lessons: Twenty-minute lessons on alternate days;
two or three lessons per week

Description of the Program to Pupils

During the first few weeks of the program, take a few minutes each day to tell the pupils briefly what they will learn during the year. Use a map to indicate the countries where French is spoken. Tell the children that they will see two films each week on television, and as your lessons will be based upon the television programs, it is very important that they pay careful attention and speak loudly and clearly when viewing television. Prepare the class rosters and assign French names to pupils. Prepare the name cards and tell the children that they must have nothing on their desks except the name cards during the French lesson. Tell them that the report cards will include a grade for their achievement in French.

Explain to the children that there are sounds in French that do not exist in English, and that they will have to pay careful attention to your pronunciation and to that which they will hear on television. Tell them that they will learn French in somewhat the same manner as they learned English - by learning to understand and to speak the language.

During the first few weeks of the French Program, the French teacher should plan to continue the orientation of the children so that through greater understanding of the teacher's methods, they may be more greatly motivated to learn. Insist from the beginning that the children speak no English unless the teacher invites them to ask questions. It is imperative that English be used only by the French teacher in motivating the children and in presenting the meaning of material which may not be easily understood through the use of analogy, gestures, props, or other techniques.

Some teachers, combining the cultural aspects with the linguistic aims of the language, stand at the door of the classroom and wait until the children have cleared their desks of everything except the name cards. The class rises as the children are greeted with "Bonjour, mes enfants," or "Bonjour, tout le monde." The class terminates with "Au revoir," "A demain," "A lundi," etc.

Explain the meaning and importance of commands such as "Ecoutez - Ecoute," "Répétez - Répète," etc. Definite procedures must be established on the first day of the program and consistently followed throughout the year. The French teacher should seek the advice and assistance of the classroom teacher or principal in furthering her understanding both of groups and of individual pupils in the elementary school.

Presentation and Drilling of French

The televised film presents the meaning of new material and drills it briefly. During the subsequent follow-up lessons, the French teacher drills the material so that it may be actively mastered by the majority of the pupils. By actively mastered is meant the ability of the pupils to understand and to use spontaneously the vocabulary and structures which have been drilled. Drilling requires a variety of techniques as outlined in the PARLONS FRANÇAIS Teacher's Guides. The children will naturally understand (passive recognition) more French than they will be able to use orally (active mastery).

During the first year course, pupils will see no written French other than their names. The name cards should be held up from time to time for all pupils to see; the teacher should call for choral and individual repetition of each name so that pupils will be aware of the differences in pronunciation of such names as Robert, Charles, Marie, etc. Pupils should be told that if they attempt to read or write French, their pronunciation and progress may be affected.

Outline of Grade 4 Twenty-minute Lesson

Approximate Time	Activities
2 minutes	Greetings, warm-up.
10 "	Drilling of new material - choral, sub-group, and individual repetition. Personalization of new material - questions and answers: teacher-pupils; pupils-teacher; group to group; group to individual; individual to individual, etc. A variety of activities is essential.
3 "	Song, brief cultural explanation, etc.
5 "	Review and personalization.

Attractive visual aids increase motivation and understanding.

The following pages include suggestions for follow-up of the sixty Grade 4 films. Please also see SAMPLE LESSON PLANS FOR GRADE 4 (Appendix A), for the first several weeks of French instruction in Grade 4.

Preliminary Class Meetings

See SAMPLE LESSON PLANS FOR GRADE 4 (Appendix A).

1. Obtain class rosters from school office.
2. Prepare Class Rosters and Grading Charts, and assign French names to the children.
3. Prepare name cards.
4. Discuss goals and objectives for the year.
5. Discuss your methodology and the manner in which you will teach listening comprehension and speaking. Tell the pupils that they will begin to read French in Grade 5. Explain the reasons for delaying the introduction of reading French.

Teacher Preparation of Lesson Plans for Follow-up

The preparation of written lesson plans for the follow-up of the televised programs might follow this procedure:

1. The teacher examines the television schedules to see which film the pupils will view.

2. The teacher studies the entire text of the lesson in the Teacher's Guide, paying careful attention to the sections on New Material, Classroom Procedure, and Points, as well as to the Lesson Content.

3. The teacher prepares appropriate prop pictures from those supplied and obtains others from magazines, etc. The reproduced pictures need to be colored and mounted.

4. The teacher prepares written lesson plans, memorizing the content

of the lesson. It is primarily through such thorough preparation that the teacher may provide various activities and techniques which bring life to the presentation of the lesson. The lesson plan should provide adequate review as well as include an effective presentation of the new material. It is imperative that the teacher give considerable thought to the manner in which the material will be presented.

5. Following the presentation of the lesson, evaluation of difficulties or problems should be noted.

Lesson 1

Use appropriate pictures cut from magazines to represent maman, papa, madame (mademoiselle). Use flashcards and the blackboard for teaching numbers 1 - 5. Drill numbers in and out of sequence.

See the entire text of Lesson 1 in the Teacher's Guide (Before the Film Lesson, Props, Lesson Content, Song, Classroom Procedure, and Points.) Introduce song Ainsi font. The words and music will be found at the end of the Teacher's Guide. See How to Teach a Song.

Lesson 2

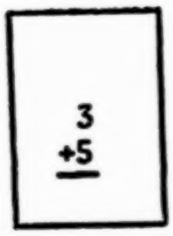
Use various props and procedures as with Lesson 1. Use name cards and your own name for teaching "Je m'appelle..." Use a ball for teaching numbers and "On joue?" Continue to use flashcards for teaching numbers.

Lesson 3

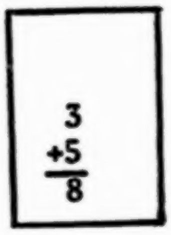
Same props as for Lessons 1 and 2, plus madame, mademoiselle, monsieur; number cards 6 - 10 with simple problems in addition.

Example:

Front



Back



Unlined 5" x 8" index cards are suitable for this kind of flashcard.

Drill questions as well as answers.

Combien font trois et cinq?
Trois et cinq font huit.

NOTE: In doing problems with addition, the use of et is preferred to plus.

Lesson 4 (Pictures: 82, 83, 122, 157, 189)

If pupils do not seize the meaning of il and elle by analogy, explain briefly in English. Drill the material using group-individual response and with suitable prop pictures.

Lesson 5 (Pictures: 71, 82, 83, 100, 101, 110, 122, 189)

Introduce the dialogue using group and sub-group repetition based upon the teacher's model.

Introduce the song Mon Merle, paying careful attention to the pronunciation of une plume, cin~~q~~ plumes, si~~x~~ plumes, hui~~t~~ plumes, di~~x~~ plumes.

Lesson 6 (Pictures: 69, 78, 79, 110, 122)

Use flashcards for drilling addition and teaching subtraction. Review dialogue of Lesson 5. In teaching "Voilà . . . ," the teacher may also wish to introduce "Où est . . . ?" (with names of pupils).

Lesson 7 (Pictures: 30, 66, 69, 78, 79, 110, 122)

Select appropriate pictures to use for drilling the dialogue. Use full group and sub-group repetition based upon the teacher's model. In teaching "Je ne sais pas," use gestures to reinforce meaning. Continue Mon Merle.

Lesson 8 (Pictures: 68, 69, 79, 131, 122)

Review numbers 1 - 10; use flashcards for teaching numbers 11 - 15. Personalize the principal structures of the dialogue:

Où est ton livre?
Je ne sais pas. Etc.

Lesson 9 (Pictures: 68, 122, 124, 131, 156)

Continue to drill and personalize the dialogue of Lesson 8. Review numbers 1 - 15, and then teach:

Quel âge as-tu?
J'ai huit ans/neuf ans/dix ans, etc.

Lesson 10 (Pictures: 68, 104, 122, 124, 156)

The drills of this lesson require personalization of the structures with individuals. Check comprehension of ton/mon. Introduce new song.

Lesson 11 (Pictures: 69, 72, 73, 91, 104, 123, 124)

Pupils may have some difficulty with ton/mon and with ta/ma unless these structures are adequately demonstrated and drilled.

Continue teaching Meunier, tu dors, making certain that the pupils know what they are singing about.

Lesson 12 (Pictures: 69, 72, 73, 80, 87, 104, 123, 124)

In teaching the commands, have pupils repeat the response as they perform the action. Drill 4 requires personalization and demonstration. Continue the song, *Meunier, tu dors*.

Lesson 13 (Pictures: 67, 72, 73, 80, 90, 118, 119, 123, 124)

Demonstrate and tell the pupils the meaning of *Montre-moi quelque chose de rouge* (etc.). This command is for passive recognition; the pupils need not master it actively. The use of a variety of props and demonstration should allow the pupils to master the responses. In teaching vocabulary and structure, the teacher may wish to use the following procedure:

Teacher	*Pupils*
Ecoutez! Voilà le drapeau américain. (pointing)	
Où est le drapeau américain? (gesturing)	
	Voilà le drapeau américain.

In this manner the teacher first gives the answer, usually calling for repetition; then the question is asked, and the answer is prompted, if necessary.

Check pronunciation of *eu* as in *pleut*, *deux*, *bleu*, *monsieur*, etc. It is necessary to round the lips in order to pronounce this sound correctly.

Lesson 14 (Pictures: 67, 68, 72, 73, 80, 87, 88, 90, 123, 124)

The principal difficulty of this lesson is the pupils' comprehension and correct use of *il*/*elle* in response to the question *De quelle couleur est-il/elle?* They must listen to the cue word in the question.

Check pronunciation of *un* and *une*.

Lesson 15 (Pictures: 69, 112, 113, 114, 132)

Check pronunciation of:

Voilà cin~~q~~ trompettes bleues.
Voilà di~~x~~ tambours rouges.

The dialogue should be drilled thoroughly, particularly since it will be read in Grade 5.

The teacher may wish to review the songs previously introduced.

Lesson 16 (Pictures: 70, 76, 77, 81, 84, 90, 91, 118, 119, 120, 121, 123, 124)

The structures should be introduced by modeling them and having the pupils repeat them. Explain the meaning of Je voudrais . . . The vocabulary is relatively easy to teach if a great variety of pictures is used. Frequent review is essential.

Lesson 17 (Pictures: 70, 81, 87, 88, 90, 121, 123)

Review weather and introduce: Il neige.

Review numbers 1 - 15 and introduce 16 - 20 using flashcards.

The new song, Il est né, is rather difficult. The teacher may prefer to introduce Vive le vent, using the version in the Grade 6 Workbook.

Lesson 18 (Pictures: 1, 70, 75, 99, 123)

Check mastery of:

Qu'est-ce que tu veux?
Je voudrais . . .

Lesson 19 (Pictures: 1, 75, 87, 93, 96, 99, 105-109)

Using vocabulary previously introduced, review: Qu'est-ce que tu veux pour Noël? Also review: Qu'est-ce que tu veux?

The story in Lesson 19 is for listening comprehension only. Tell the story, using the pictures; then use questions and answers in order to personalize the important structures and to check comprehension.

Lesson 20 (Pictures: 1, 75, 93, 96, 99, 191)

Drill the two scenes, using group repetition; then divide the class into halves having each group take one of the roles, repeating the lines after the teacher.

Review vocabulary and Qu'est-ce que tu veux pour Noël?

Lesson 21 (Pictures: 1, 67, 96, 99, 123, 191)

If this lesson occurs after Christmas, omit the Christmas dialogue and use the time for review.

Lesson 22 (Pictures: 1, 75, 87, 90, 93, 96, 99, 191)

Discuss in English the manner in which Christmas is celebrated in France.

If this lesson occurs after the Christmas holidays, use the time for review.

Lesson 23 (Pictures: 1, 75, 93, 96, 104, 110, 118, 122, 123, 124, 131, 132)

Review the principal structures and vocabulary items introduced previously; also review the songs.

Lesson 24 (Pictures: 72, 75, 81, 85, 95, 97, 98, 110, 121, 122, 123, 124, 147)

The dialogue may be demonstrated by drawing on the blackboard.

The song, Promenons-nous, is very popular. Explain the meaning of the song and begin to drill it. As the children learn the song, the vocabulary and structures may be personalized:

Qu'est-ce que tu fais?
Je mets ma chemise.
Je mets mon pantalon. (not mes pantalons)
Je mets mes bottes.
Je mets mon chapeau.

Lesson 25 (Pictures: 72, 77, 78, 79, 80, 81, 97, 118, 122, 123, 124, 147)

Review important structures and vocabulary and continue to teach Promenons-nous.

Lesson 26 (Pictures: 69, 72, 77, 78, 79, 81, 87, 90, 95, 97, 98, 147, 184, 185)

Teach the dialogue and then drill:

Qu'est-ce que tu fais?
Je dessine. (Pronunciation: s not z)

Personalize the important structures and vocabulary items.

Continue the song, Promenons-nous.

Lesson 27 (Pictures: 69, 77, 97, 98, 147)

In teaching the commands, have pupils repeat the responses while they are performing the action:

Lève-toi!	Je me lève.
Va à la fenêtre!	Je vais/à la fenêtre.
Ouvre la fenêtre!	J'ouvre la fenêtre.
Regarde dans le jardin.	Je regarde dans le jardin.
Maintenant, ferme la fenêtre!	Je ferme la fenêtre.
Retourne à ta place!	Je retourne à ma place.
Assieds-toi!	Je m'assieds.

Lesson 28 (Pictures: 95, 98, 147)

Continue to teach the commands and responses.

Introduce numbers 20 - 30 with flashcards.

Lesson 29 (Pictures: 68, 85, 126-130)

After having introduced and drilled the dialogue, personalize the important structures:

Qu'est-ce que tu fais?
    Je lis.
Va à la fenêtre!
    Je vais à la fenêtre.
Ouvre la fenêtre!
    J'ouvre la fenêtre.
Regarde dans le jardin!
    Je regarde dans le jardin.
Qu'est-ce que tu fais?
    Je regarde dans le jardin.
Pourquoi?
    Il y a un grand loup.
        Etc.

Introduce the song, Le coucou.

Lesson 30 (Pictures: 85, 126-130)

Review the dialogue of Lesson 29. Continue Le coucou.

Introduce and drill:

Quelle heure est-il?
    Il est une heure/deux heures (trois, quatre, cinq, six, sept, huit, neuf, dix, onze) heures.
    Il est midi. Il est minuit.

Check pronunciation of heure(s).

NOTE: Remind classroom teachers that Lessons 31-60 will be found in Part II of the Teacher's Guide, and check to see if they each have the television schedule and are preparing the children for the broadcasts.

Test Exercise 4-A (numbers 1-30; addition; subtraction) and Test Exercise 4-B (Lessons 1-30) which appear on the next four pages may be used to check listening comprehension and to evaluate teaching and learning. Similar short exercises may be given from time to time.

TEST EXERCISE 4-A
Grade 4, Lessons 1-30
Listening Comprehension
Numbers 1-30; addition; subtraction

Instructions: Explain briefly in English. Distribute answer sheets. Give directions. Items A and L are examples. Give the letter of each item twice in English and read each item twice. Put examples on the board.

A trois (sample) (Read twice.)

B sept (Continue to read twice.)

C onze

D quinze

E un

F vingt-quatre

G huit

H douze

I seize

J trente

K vingt-cinq

L Combien font deux et deux? (sample)

M Combien font quatre et cinq?

N Combien font dix moins quatre?

O Combien font vingt moins trois?

P Combien font dix-neuf et onze?

Q Combien font dix et quatre?

TEST EXERCISE 4-A ANSWER SHEET

Name: ______________________________ __________
First Last Room

Instructions: A number will be said in French. Each number will be said twice. After you hear it the second time, write the number next to the letter. The first one is for practice.

A ____ (sample)

B ____

C ____

D ____

E ____

F ____

G ____

H ____

I ____

J ____

K ____

We will now do some arithmetic problems in French. Each question will be given twice. After you hear it the second time, write the correct answer on the line next to the letter. The first one is for practice.

L ____ (sample)

M ____

N ____

O ____

P ____

Q ____

When you have finished, turn your answer sheet face down on your desk. The numbers or questions will not be given again.

TEST EXERCISE 4-B
Grade 4, Lessons 1-30
Listening Comprehension

Instructions: Explain briefly in English. Distribute the answer sheets and give directions. Item 1 is an example. Write A B C on the board and circle C after the pupils have done the first item. Give the number of each item twice in French and read each item twice.

1. Comment s'appelle-t-elle? (sample)
   A Il s'appelle Jacques.
   B Je m'appelle Patapouf.
   C Elle s'appelle Suzanne.

2. On joue avec le petit chien?
   A Il s'appelle Pitou.
   B Oui, d'accord
   C C'est un chien.

3. Où est ton livre?
   A Je ne sais pas.
   B Il fait beau.
   C C'est une petite fille.

4. Quel âge as-tu?
   A J'ai neuf ans.
   B Deux et trois font cinq.
   C Il fait froid.

5. Quel temps fait-il?
   A Oui, d'accord.
   B Deux et deux font quatre.
   C Il fait mauvais.

6. Voilà une pomme. De quelle couleur est-elle?
   A Elle est rouge.
   B Elle est bleue.
   C Il est blanc.

7. Voilà un tambour. De quelle couleur est-il?
   A Elle est bleue.
   B Il est bleu.
   C C'est un tambour.

8. Voilà un petit chien. C'est pour toi.
   A Au revoir.
   B Merci.
   C Il fait chaud.

9. Qu'est-ce que tu veux?
   A Bonjour.
   B Il neige.
   C Je voudrais une banane.

10. Qu'est-ce que tu fais?
    A Je dessine.
    B Il pleut.
    C Je m'appelle Cliquot.

11. Quelle heure est-il?
    A Il fait froid.
    B La trompette est bleue.
    C Il est midi.

NOTE: Teach the French pronunciation of A, B, and C before doing this exercise.

TEST EXERCISE 4-B ANSWER SHEET

Name: ______________________________ ____________
First Last Room

Instructions: You will hear a question or statement in French followed by three possible answers. The question and answers will be read twice. After you have heard them the second time, circle the letter of the answer which best answers the question. The number of each question and the three letters (A B C) for the answers will be read in French. The first one is for practice.

1. A B C (sample)
2. A B C
3. A B C
4. A B C
5. A B C
6. A B C
7. A B C
8. A B C
9. A B C.
10. A B C
11. A B C

When you have finished, turn your answer sheet face down on your desk. The questions and answers will not be given again.

Lesson 31 (Pictures: 69, 102, 103, 130, 144-146)

As the dialogue of this lesson also occurs in Lessons 32, 33, and 34, concentrate during each follow-up lesson on one of the scenes. As the pupils master the dialogue, personalize the important structures.

Example: Qu'est-ce que tu as perdu?
J'ai perdu mon chien. (showing pictures)
J'ai perdu mon chat.
J'ai perdu mon chapeau.
J'ai perdu mon livre.
Etc.

Lesson 32 (Pictures: 69, 102, 103, 130, 144-146)

Continue to drill the dialogue "At the Police Station." Review numbers 20-30, using flashcards, as well as telling time.

Lesson 33 (Pictures: 69, 102, 103, 130, 144-146)

The teacher may wish to have a few pupils enact the dialogue, prompting them when necessary.

Lesson 34 (Pictures: 68, 69, 84, 95, 144-146, 188)

Review the dialogue "At the Police Station." Continue to personalize the important structures:

Qu'est-ce que c'est? (Qu'est-ce qu'il y a?)
J'ai perdu mon livre. (prompting with pictures)
Ah, vraiment! Moi, j'ai trouvé un livre. C'est à toi?
Oui, c'est à moi.
Etc.

Introduce the new song, Savez-vous planter les choux? using pictures and explaining in English.

Lesson 35 (Pictures: 84, 87, 186, 188)

As the dialogue is drilled, continue to personalize the important structures and vocabulary items. Also teach the following:

Qu'est-ce qu'il y a?
J'ai mal à la tête.
J'ai mal au pied.
J'ai mal au ventre.

Lesson 36 (Pictures: 90, 186-188)

Review dialogue of Lesson 35 and personalize. Also teach:

Qu'est-ce qu'il y a?
J'ai mal aux dents.

The teacher may also wish to add:

Il/Elle a mal à la tête.
au pied.
au ventre.
aux dents.

The above structures may be drilled as follows:

Bonjour. Comment ça va? (prompting)
Pas très bien.
Qu'est-ce qu'il y a? (prompting)
J'ai mal aux dents.
C'est dommage.

Lesson 37 (Pictures: 13, 14, 186-188)

As the dialogue of this lesson also occurs in Lesson 38, concentrate on parts of the dialogue during the first follow-up lesson. If some pupils are absent, the teacher may wish to use their names in order to personalize the following:

Est-ce que Jean est là?
Non, il n'est pas là. (Il est absent.)
Est-ce que Suzanne est là?
Non, elle n'est pas là non plus. (Elle est absente.)

Continue to sing Savez-vous planter les choux?

Lesson 38 (Pictures: 13, 14, 188)

Use flashcards for drilling numbers 1 - 30. Identify parts of the body: les pieds, les genoux, les mains, le nez, la tête, etc., which appear in Savez-vous planter les choux?

Review and personalize dialogue, "The Mailman."

Lesson 39 (Pictures: 136-139, 149-153, 188)

Introduce and begin to drill Le Petit Chaperon Rouge.

Lesson 40 (Pictures: 136-139, 149-153)

Continue to drill Le Petit Chaperon Rouge.

Personalize:

Quel âge as-tu?
J'ai neuf ans.
Combien de soeurs/frères as-tu?
J'ai ...
Combien de soeurs/frères a-t-il/elle?
Il/Elle a ...
Est-ce que tu as des soeurs/frères?
Oui, j'ai ...
Non, je n'ai pas de ...

Lesson 41 (Pictures: 136-139, 149-153)

Continue to drill and personalize Le Petit Chaperon Rouge.

Lesson 42 (Pictures: 26, 136-139, 149-153)

Review and personalize Le Petit Chaperon Rouge.

Introduce the song, La mère Michel.

Lesson 43 (Pictures: 13, 14, 26, 158-160)

Drill the dialogue and personalize the structures as suggested in the Teacher's Guide.

Continue the song, La mère Michel.

Lesson 44 (Pictures: 2, 26, 67, 70, 115, 116)

Drill and personalize the dialogue. Continue the song, *La mère Michel*.

Review:

Quelle heure est-il?
    Il est une heure/deux heures, etc.
    Il est midi/minuit.

Lesson 45 (Pictures: 2, 26, 67, 70, 115, 116, 168)

In drilling *Je dessine une maison*, etc., have the pupils repeat the parts of the house, based on the teacher's model, as the teacher draws on the board.

NOTE: A single *s* between vowels is pronounced *z* while a double *s* between vowels is pronounced *s*:

z	*s*
le désert	le dessert
le poison	le poisson
la maison	je dessine, tu dessines, etc.

Review and personalize *Le Pique-nique*.

Continue the song, *La mère Michel*.

Lesson 46 (Pictures: 2, 26, 67, 70, 115-117, 168)

Review the dialogue, *Le Pique-nique*, adding *le joli crapaud* or *les jolis crapauds* (Picture 117) as the surprise.

Lesson 47 (Pictures: 67, 69, 70, 77, 130, 168, 186, 187, 188, 192)

The dialogues for review are too numerous and too long to attempt a thorough review in one class. Select appropriate dialogues for review but concentrate on the review of questions and answers listed in the *Guide*.

Lesson 48 (Pictures: 1, 122, 123, 155, 161, 168)

Continue to review and personalize the structures listed in the Teacher's Guide. Introduce the new song, Les canards.

Explain Poisson d'avril in English.

Lesson 49 (Pictures: 39, 133-135, 155, 161, 192)

A toy monkey may be used for this dialogue and for drilling structures with the pupils. The teacher can direct pupils to ask questions of the monkey, using the familiar form.

Continue the song, Les canards.

Lesson 50 (Pictures: 39, 40, 133-135, 155, 161, 192)

Review the dialogue of Lesson 49. Introduce numbers 31-40, using flashcards. Review numbers 1-30, both in and out of sequence.

Continue the song, Les canards.

Lesson 51 (Pictures: 39, 40, 133-135, 155, 161)

Review the dialogue of Lesson 49 and numbers 1-40.

Tell the children that in many European countries Monday is considered the first day of the week, and that French children go to school on Saturdays but not on Thursdays.

Use a French calendar for drilling numbers as well as the days of the week.

NOTE: Final consonants of certain numbers are pronounced in dates:

le cinq mai　　le six mars　　le dix février

Lesson 52 (Pictures: 2, 67, 70, 186, 187)

If puppets are used, le fantôme blanc can be prepared by using a white napkin or cloth with holes or markings for the eye and nose openings.

NOTE: The adjective *blanc* is pronounced blan~~c~~ and *not* blan*c*.

Contrast and teach:

Qui es-tu? - Qui êtes-vous?
Je suis ...

Introduce the new song, *Joli tambour*.

Lesson 53 (Pictures: 1, 72, 88, 96, 159)

Drill the dialogue, pretending to light the candles.

Drill and personalize:

Qu'est-ce que tu veux pour ton anniversaire?
Je voudrais une montre/une bicyclette/une radio/
un bateau/un phono, etc.

Continue the song, *Joli tambour*.

Lesson 54 (Pictures: 1, 72, 88, 96, 159)

Continue to drill content of Lesson 53.

Lesson 55 (Pictures: 1, 72, 88, 96, 159)

Drill as suggested in the *Teacher's Guide*.

Review numbers 31-40 and introduce 41-50, using flashcards.

Continue song, *Joli tambour*.

Lesson 56 (Pictures: 67, 68, 186)

Review scenes and personalize the important structures.

Introduce the new song, *Gai, gai, l'écolier*.

Lesson 57 (Pictures: 165, 166, 193)

Drill as suggested in the *Teacher's Guide*.

Continue the song, *Gai, gai, l'écolier*.

Lesson 58 (Pictures: 46, 68, 88)

Drill and personalize as suggested in the *Teacher's Guide*.

Continue the song, *Gai, gai, l'écolier*.

Lesson 59 (Pictures: 66, 133-135)

Review important structures from previous lessons.

Sing *Gai, gai, l'écolier*.

Lesson 60 (Pictures: Songs - 26, 97, 104, 110, 130, 155, 188)

Review material which the pupils enjoy.

PART III

FRENCH IN GRADE 5

On apprend à lire en lisant.

The objectives of the second year course are continued mastery of French sounds, further expansion of basic vocabulary and expressions (structures), and broader acquaintance with French culture through dialogue situations filmed in France. The second year course also provides for an optional amount of "reading readiness" of structures and "sound-identification exercises" which have been previously mastered orally.

Lessons: Films 61 - 105 & 122, two fifteen minute films per week

Follow-up Lessons: Twenty-minute lessons on alternate days;
two or three lessons per week

Description of the Program to Pupils

During the first few weeks of the program, take a few minutes each day for the orientation of the pupils. Tell the children that they will see two films each week on television as in Grade 4, and as your lessons will be based upon the television programs, it is very important that they pay careful attention and speak loudly and clearly when viewing television. The films contain a great deal of cultural information presented by dialogues. A particular dialogue occurs with some variations in three films (a triad), and one of the films is generally repeated for additional practice; thus four viewings over a two-week period provide time for the presentation and drilling of a dialogue and related exercises. The length of the film dialogue and its variations in subsequent films present some difficulty unless the pupils are constantly motivated to participate actively in the viewing of the televised lessons. The children should be challenged to derive maximum benefit from the film lessons by trying to understand the variations of the dialogue; at the same time they should understand that the French teacher drills a short version of the dialogue and fewer exercises (BASIC CONTENT SECTIONS of Teacher's Guide) than are presented on film.

Prepare the class rosters and assign French names to new pupils. Prepare the name cards and tell the children that they must have nothing on their desks except the name cards during the French lesson. Indicate on the class rosters and name cards those pupils who did not have French in Grade 4. Tell the pupils that the report cards will include a grade for their achievement and participation in French. Also tell the children that they will begin to read French, as time permits, and if they master the oral forms thoroughly.

During the first few weeks of the French Program, the French teacher should plan to continue the orientation of the children so that through greater understanding of the teacher's methods, they may be more greatly motivated to learn. Insist from the beginning that the children speak no English unless the teacher invites them to ask questions. It is imperative that English be used only by the French teacher in motivating the children and in presenting the meaning of material which may not be easily understood through the use of analogy, gestures, props, or other techniques.

Presentation and Drilling of French

The televised film presents the meaning of new material and drills it briefly. During the subsequent follow-up lessons, the French teacher drills the material from the BASIC CONTENT SECTIONS so that it may be actively mastered by the majority of the pupils. By actively mastered is meant the ability of the pupils to understand and to use spontaneously the vocabulary and structures which have been drilled. Drilling requires a variety of techniques as outlined in the PARLONS FRANÇAIS Teacher's Guides. The children will naturally understand (passive recognition) more French than they will be able to use orally (active mastery). This is particularly true in Grade 5 as the films contain some material which is not drilled by the French teacher.

Review material should include the structures which were introduced in Grade 4. The most important of these are listed on Pages 13-16, Teacher's Guide, Grade 5, Part I, Lessons 61-92.

Reading Readiness

"Reading readiness" in French in this context means the introduction of an (OPTIONAL) amount of basic material which has previously been mastered orally; it is based upon the ability of the pupils in each class and the amount of time available. In attempting to provide for individual differences, all pupils should not be expected to master the "reading" of the material. Flashcards or chart tablet should be used for introducing reading of the French structures and vocabulary which are listed in this Guide after each BASIC CONTENT SECTION. As this reading is optional in Grade 5, the teacher may wish to introduce only a portion of it; in any case, the teacher should gear its introduction to the amount of time available as well as to the ability of the pupils and the rapidity with which they master the oral forms.

The purposes of introducing some reading of French in Grade 5 are as follows:

a. to make the Grade 5 program more interesting and challenging;

b. to provide for individual differences between classes as well as between pupils;

c. to provide incentive for pupils who may be "visually oriented" as well as for those who may master the oral forms quite rapidly and become bored with prolonged oral work;

d. to lessen the "shock" of the amount of reading done in Grade 6, and to prepare the pupils better for the third year course.

Reading of the suggested structures and vocabulary listed in this Guide must in no wise detract from the drilling of the oral forms; continued achievement in the audio-lingual skills is the primary goal of the second year course.

Outline of Grade 5 Twenty-minute Lesson

Approximate Time	Activities
2 minutes	Greetings, warm-up.
10 "	Drilling of new material (BASIC CONTENT SECTIONS) - choral, sub-group, and individual repetition. Personalization of new material - questions and answers: teacher-pupils; pupils-teacher; group to group; group to individual; individual to individual, etc. A variety of activities is essential.
3 "	Song, brief cultural explanation, etc.
5 "	Review and personalization. OR: (3-5 minutes) Reading readiness. (5-7 minutes) Presentation of new dialogue before pupils view first film of the new triad.

The following pages include suggestions for follow-up of the Grade 5 films and for introducing an optional amount of "reading readiness." Please also see SAMPLE LESSON PLANS FOR GRADE 5 (Appendix B), for the first several weeks of French instruction in Grade 5.

Preliminary Class Meetings

See SAMPLE LESSON PLANS FOR GRADE 5 (Appendix B).

1. Obtain class rosters from school office.
2. Prepare Class Rosters and Grading Charts, and assign French names to new children.
3. Prepare name cards.
4. Discuss goals and objectives for the year.
5. Review the basic structures of Grade 4.
6. Discuss your methodology and the manner in which you will teach listening comprehension and speaking and under what conditions reading will be introduced. Explain to the pupils that much of the material which they will learn in Grade 5 will be read and written the following year in Grade 6.

Teacher Preparation of Lesson Plans for Follow-up

The preparation of written lesson plans for the follow-up of the televised programs might follow this procedure:

1. The teacher examines the television schedules to see which film the pupils will view.

2. The teacher examines the entire text of the film lesson in the *Teacher's Guide*, paying careful attention to the sections on New Material, Classroom Procedure, and Points, as well as to the Lesson Content. If the pupils are to view the first film of a new triad of lessons, the

teacher prepares to present the (long) film version of the new dialogue. After the pupils have viewed the first film, the teacher drills only the material in the BASIC CONTENT SECTIONS (blue pages of Teacher's Guide).

3. The teacher prepares appropriate prop pictures from those supplied and obtains others from magazines, etc. The reproduced pictures need to be colored and mounted. Pictures captioned in French from the two workbooks Let's Color in French may be used both in Grades 5 and 6.

4. If reading of the suggested structures or vocabulary is to be introduced, the teacher prepares flashcards or prints the material clearly in dark ink on the chart tablet. Reading is undoubtedly introduced most effectively by using flashcards as this provides greater control of the reading situation.

5. The teacher prepares written lesson plans, memorizing the content of the BASIC CONTENT SECTION, particularly the dialogue. It is primarily through such thorough preparation that the teacher may provide various activities and techniques which bring life to the presentation of the lesson. The lesson plan should provide adequate review as well as include an effective presentation of the new material. It is imperative that the teacher give considerable thought to the manner in which the material will be presented.

6. Following the presentation of the lesson, evaluation of difficulties or problems should be noted.

The teacher is referred to Pages 1-26 of the Teacher's Guide, Part I, Lessons 61-92. The songs appear at the end of all guides.

BASIC CONTENT 1 (For follow-up of Lessons 61, 62, 63, and 63 Repeat)

Pictures: 5-7, 17, 36-38, 67, 68, 70, 78, 79, 118, 122-124, 156, 158-160

This first BASIC CONTENT (blue pages) contains much review material. As the children must understand what they are saying, and for the benefit of new pupils who did not have French the previous year, do not hesitate to give the meaning of difficult structures after they have been modeled by the teacher. Because of the difficulty of some of the dialogues in the films, it is advisable to present the film version of the new dialogue (the dialogue appearing in the first film of each triad) before the pupils view the first film. In this first triad, the dialogue of Film Lesson 61 and that of the BASIC CONTENT happen to be the same; such is not the case in the other triads.

Procedure for Presenting a New Dialogue Prior to the Television Broadcast of the First Film of the Triad

In the lesson which precedes the television presentation of the new dialogue, present the film version (dialogue of Film 61 on the white pages) so that the children will understand the dialogue and will have less difficulty with pronunciation when they participate in the lesson on television.

The following procedure should be used in presenting the new dialogue of each triad of lessons in Grade 5:

Use props and gestures in presenting the dialogue. Plan approximately five to seven minutes, and perhaps more, in order to develop interest in the dialogue, to present its meaning, and to work briefly on pronunciation and intonation.

Example: Pre-television preparation for the dialogue of BASIC

CONTENT 1 (Film 61):

Teacher: "Tomorrow (or Tuesday, etc.) you are going to begin to learn a new dialogue about two children returning home from school. They are hungry, and mother tells the boy, Jacques, to have some pastry; the girl, Sabine, wants a piece of chocolate. Father asks where they are going this afternoon, and Jacques suggests that they all go to the woods (*Bois de Boulogne*). Today I will (model) give you each line a few times in French and then give you the meaning once in English so that you will understand the dialogue when you see it on television. So today we will work on meaning and pronunciation, and next week we will begin to memorize the same dialogue."

The teacher uses props and gestures to indicate the person speaking and to reinforce the dialogue situation.

The following is taken from Film 61, Page 30, *Teacher's Guide*, Revised, Lessons 61-92, Modern Language Project, 1964.

"Le Goûter"

Ecoutez:
Les enfants: Bonjour, maman. Bonjour, papa. (Teacher's model)
Bonjour, maman. Bonjour, papa.
HELLO, MOTHER. HELLO, FATHER.

Répétez: Bonjour, maman. Bonjour, papa. ...
Bonjour, maman. Bonjour, papa. ...
(Pupils repeat at least twice, based upon the teacher's model.)

Ecoutez:
Le papa: Bonjour, mes enfants. Ça va?
Bonjour, mes enfants. Ça va?
HELLO, CHILDREN. IS EVERYTHING ALL RIGHT?
(HOW ARE YOU?)

Répétez: Bonjour, mes enfants. Ça va? ...
Bonjour, mes enfants. Ça va? ...

Ecoutez:
Sabine: Oui, papa. Ça va bien.
Oui, papa. Ça va bien.
YES, FATHER. EVERYTHING'S FINE (VERY WELL).

Répétez: Oui, papa. Ça va bien. ...
Oui, papa. Ça va bien. ...

Ecoutez:
Jacques: Moi, j'ai faim.
Moi, j'ai faim.
I'M HUNGRY. (Emphasis on I'M)

Répétez: Moi, j'ai faim. ...
Moi, j'ai faim. ...

Ecoutez:
La mère: Prends un gâteau.
Prends un gâteau.
TAKE A CAKE. (HAVE SOME PASTRY.)

Répétez: Prends un gâteau. ...
Prends un gâteau. ...

Ecoutez:
Jacques: Merci, maman.
Merci, maman.
THANK YOU, MOTHER.

Répétez: Merci, maman. ...
Merci, maman. ...

Ecoutez:
La mère: Et toi, Sabine, qu'est-ce que tu veux?
Et toi, Sabine, qu'est-ce que tu veux?
AND WHAT DO YOU WANT, SABINE?

Répétez: tu veux? ... *
qu'est-ce que tu veux? ...
Sabine, qu'est-ce que tu veux? ...
Et toi, Sabine, qu'est-ce que tu veux? ...

* "Backward Build-up" may be used with long sentences (those with more than seven syllables) so that the intonation of the phrase is maintained, and so that the learner is gaining in both accuracy and confidence, since he is always moving onward toward a more practiced section at the end of each performance, where he knows he can do it correctly.

Ecoutez:
Sabine: Moi, je voudrais du chocolat.
Moi, je voudrais du chocolat.
I'D LIKE SOME CHOCOLATE.

Répétez: Moi, je voudrais du chocolat. ...
Moi, je voudrais du chocolat. ...

Ecoutez:
Le père: Où allons-nous cet après-midi?
Où allons-nous cet après-midi?
WHERE ARE WE GOING THIS AFTERNOON?

Répétez: après-midi? ...
cet après-midi? ...
Où allons-nous cet après-midi? ...
Où allons-nous cet après-midi? ...

Ecoutez:
Jacques: Allons/au bois. (No liaison)
Allons au bois.
LET'S GO TO THE WOODS.

Répétez: Allons au bois. ...
Allons au bois. ...

The film version of the dialogue (white pages) should be presented in the above manner. The teacher has the pupils listen as each line is first modeled a few times in French in order to accustom the pupils to the new sounds and word order; then the English equivalent is given. The "backward build-up" helps to preserve the intonation of the sentence and aids the pupils in remembering the word order. The *entire* sentence should then be repeated by the pupils. The teacher should *never* repeat with the pupils but should encourage them to listen attentively to the model given and then to repeat loudly and clearly in unison.

After the pre-television presentation of the dialogue of the first film of each new triad, the French teacher should remind the pupils to participate actively in the televised lessons so that they will learn the material as rapidly as possible.

In the follow-up lessons after the pupils have viewed the television presentation of the dialogue, the French teacher will drill the base dialogue and exercises contained in the BASIC CONTENT SECTION (blue pages). The dialogues presented in the other film lessons of the triad will not be presented or drilled by the French teacher. All follow-up lessons will be devoted to the material contained in the BASIC CONTENT SECTIONS with the exception of some drills which have been omitted and which are listed in this *Guide* under the particular BASIC CONTENT.

After the pupils view Film 61, drill the base dialogue and personalize it. As pupils continue to view other films of the triad, the teacher continues to drill the base dialogue, introducing each day one or more of the related drills. (The teacher is referred to Appendix B, SAMPLE LESSON PLANS FOR GRADE 5.)

The song *Promenons-nous* is review from Grade 4; *Alouette* is new.

Optional Reading Readiness

1. Begin to teach the French alphabet, four letters at a time, using flashcards. (See Grade 6 section of *Guide, Workbook Exercise E, L'alphabet français.*)

NOTE: Remind the classroom teacher of the importance of preparing the children for the television broadcasts (beginning with the television schedule), reading to them the paragraph entitled "Before the Film Lesson" contained on the white pages in the Teacher's Guide, and in motivating them to participate actively in each televised lesson. It is recommended that the French teacher always examine the content of the film text (white pages) to determine if there may be any difficulties and in order to be well aware of what the pupils will view on television. This also enables the teacher to know in what film a new song is presented.

BASIC CONTENT 2 (For follow-up of Lessons 64, 65, 65 Repeat, and 66)

Pictures: 17, 42, 118, 122-124, 163-166, 197

The films of the second triad contain dialogues which are divided into scenes in which different people appear; to simplify this situation, the scenes are combined herein into a dialogue between le facteur and la concierge. (See Appendix B, SAMPLE LESSON PLANS FOR GRADE 5, as well as Procedure for Presenting a New Dialogue Prior to the Television Broadcast of the First Film of the Triad.)

In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 64 as outlined below.

Teacher: "In your next television lesson you will see some typical street scenes in the city of Paris. They will be scenes in which a delivery man and a storekeeper exchange greetings; next, a mailman brings letters and packages to the caretaker (la concierge) of a building. In the first film of the new lesson, children will take the parts. Today, we will put two scenes together and begin to learn a dialogue between the mailman and the caretaker. Let's work on pronunciation and meaning so that you will understand the films."

The teacher uses props and gestures to indicate the person speaking and to reinforce the dialogue situation.

The following is taken from Film 64, Page 43, Teacher's Guide, Revised, Lessons 61-92, Modern Language Project, 1964.

"Le Facteur et la Concierge"

Ecoutez:
Le facteur: Bonjour, madame. (Model twice.)
GOOD MORNING, MA'AM.

Répétez: Bonjour, madame. ...
Bonjour, madame. ...

Ecoutez:
La concierge: Bonjour, monsieur. Quel beau temps! (Model twice.)
GOOD MORNING, SIR. WHAT BEAUTIFUL WEATHER!

Répétez: Bonjour, monsieur. Quel beau temps! ... (Repeat at least twice.)

Ecoutez:
Le facteur: Oui. Il fait beau aujourd'hui.
YES. IT'S NICE TODAY.

Répétez: Oui. Il fait beau aujourd'hui. ...

Ecoutez:
La concierge: Comment va votre famille?
HOW IS YOUR FAMILY?

Répétez: Comment va votre famille? ...

Ecoutez:
Le facteur: Tout le monde va bien, merci.
EVERYONE IS FINE, THANK YOU.

Répétez: Tout le monde va bien, merci. ...

Ecoutez:
Le facteur: Voilà, madame. Il y a des lettres et trois paquets.
THERE YOU ARE, MA'AM. THERE ARE SOME LETTERS AND THREE PACKAGES.
Voilà, madame. Il y a des lettres et trois paquets.

Répétez: Voilà, madame. ...
trois paquets. ...
et trois paquets. ...
des lettres et trois paquets. ...
Il y a des lettres et trois paquets. ...
Voilà, madame. Il y a des lettres et trois paquets. ...

Ecoutez:
La concierge: Merci, monsieur. Alors, ça va?
THANK YOU, SIR. WELL, IS EVERYTHING ALL RIGHT? (HOW ARE YOU?)

Répétez: Merci, monsieur. ...
Alors, ça va? ...

Ecoutez:
Le facteur: Très bien, merci. Et vous?
VERY WELL, THANKS. AND YOU?

Répétez: Très bien, merci. Et vous? ...

Ecoutez:
La concierge: Pas mal, merci.
NOT BAD, THANKS.

Répétez: Pas mal, merci. ...

Ecoutez: (The mailman leans over to pat dog.)
Le facteur: Et toi, mon petit Toto, comment vas-tu?
AND HOW ARE *YOU*, MY LITTLE TOTO?

Répétez: Et toi, mon petit Toto, comment vas-tu? ...

Ecoutez:
La concierge: Toto va toujours bien!
TOTO IS ALWAYS FINE.

Répétez: Toto va toujours bien. ...

Teacher: "Now when you see the next television lesson, you will notice that the dialogue is divided into scenes. Pay careful attention and repeat when you are supposed to."

After the pupils have viewed Film 64, begin to drill the short version of the dialogue contained in the blue pages of BASIC CONTENT 2, combining the two scenes into one dialogue as above.

Each day continue to drill the base dialogue and to add one or more of the drills. Personalize the material and include a song, if time permits.

Optional Reading Readiness

1. Continue to teach the alphabet, four letters at a time, using flashcards.

Please refer to *Reading Readiness* in the first part of this section.

2. The teacher may wish to review (or reteach) the oral forms of the dialogue of Lesson 15, Grade 4, and then to introduce reading by the use of flashcards and card holder or the chart tablet.

The following is taken from Lesson 15, Grade 4, Teacher's Guide, Lessons 1-30, Modern Language Project, 1965.

G: Jean, viens voir. Voilà un petit chien.
J: C'est pour moi?

G: Oui, c'est pour toi.
J: Comment s'appelle-t-il?

G: Il s'appelle Rifi.
J: Merci, grand-père.

3. Sound-identification. Contrast particular sounds by using different colors, printing the remaining letters in black ink.

(red) a papa, madame, voilà, s'appelle, banane
(green) an France, grand-père, maman, français (Contrast the two syllables of maman.)

NOTE: Remind the children that when they view other films of the second triad (Films 65, 65 Repeat, and 66), they will notice that some of the scenes are long and vary somewhat from the base dialogue that is being drilled. Try to challenge the pupils to comprehend the material on the films and to participate actively.

The teacher is reminded that "reading readiness" should be presented only if the basic material has been mastered and if the pupils have adequate control of the structures or vocabulary items which the teacher may wish to introduce for reading. Such "reading" requires constant modeling, calling for individual reading only after the children have had adequate practice in reading the material in groups and in sub-groups.

BASIC CONTENT 3 (For follow-up of Lessons 67, 68, 68 Repeat, and 69)

Pictures: 3, 5-7, 31-36, 41, 42, 57, 158-160, 167

This triad of lessons lends itself readily to a cultural discussion, particularly one concerning the monuments mentioned in the dialogue and viewed on television. For additional cultural material, see description of Paris I: Monuments, a filmstrip in color, available from the Materials Center. (See USE OF FILMS, FILMSTRIPS, AND SLIDES in Part I of this *Guide*.)

In the lesson which *precedes* the television presentation of the new dialogue, present the film version of the dialogue in Lesson 67 as outlined below.

Teacher: "In the next film on television, you will see a boy and his grandmother who are visiting some of the famous places in Paris. Today we will take a make-believe bus tour of Paris, and I will show you some pictures of the famous monuments of Paris and tell you about them. The boy in the bus uses the earphones provided passengers so that they can hear a tape-recorded commentary in French, English, German, or Spanish. He keeps turning the switch from one language to another. He and his grandmother see various monuments, including the Arch of Triumph, where the tomb of the French unknown soldier is located. Finally, they go to the Eiffel Tower. They stop for five minutes, and the boy gets off the bus to buy some postcards."

Use appropriate pictures and discuss the cultural aspects of this dialogue. The following is taken from Film 67, Page 57, *Teacher's Guide*, Revised, Lessons 61-92, Modern Language Project, 1964.

"Le Tour de Paris"

Ecoutez:	
Le garçon:	Qu'est-ce qu'il dit, grand-mère? (Model twice.) WHAT'S HE SAYING, GRANDMOTHER?
Répétez:	Qu'est-ce qu'il dit, grand-mère? ... (Repeat at least twice.)

Ecoutez:
La grand-mère: Attends! Nous sommes/aux Invalides.
WAIT! WE ARE AT THE INVALIDES.

Note: A diagonal mark (/) indicates herein that liaison should not be made, even though it may be optional (facultative), as it is not made in the film presentation; an underline (___) indicates that liaison should be made. If the liaison is optional, it is generally not made in the film presentation; thus, in order not to confuse the children, it should not be made by the French teacher in the follow-up lessons.

A diagonal mark is also used to indicate some silent letters: cinq̸ minutes; an underline indicates that certain sounds (usually e) should be pronounced: des cartes postales.

Répétez: Attends! Nous sommes aux Invalides. ...
Attends! ...
Nous sommes aux Invalides. ...

Ecoutez:
Le garçon: Je l'ai vu en photo.
I'VE SEEN IT IN A PICTURE.

Répétez: Je l'ai vu en photo. ...

Ecoutez: (The boy turns knobs.)
Le garçon: Qu'est-ce qu'il dit maintenant, grand-mère?
WHAT'S HE SAYING NOW, GRANDMOTHER?

Répétez: Qu'est-ce qu'il dit maintenant, grand-mère? ...
grand-mère? ...
maintenant, grand-mère? ...
Qu'est-ce qu'il dit (Be careful of intonation.)
Qu'est-ce qu'il dit maintenant,
Qu'est-ce qu'il dit maintenant, grand-mère? ...

Ecoutez:
La grand-mère: Mais/écoute donc̸ le français!
WELL, THEN LISTEN TO THE FRENCH!

Répétez: Mais écoute donc le français! ...

Ecoutez:
Le garçon: Anglais ... allemand ... espagnol ... français ...
ENGLISH ... GERMAN ... SPANISH ... FRENCH ...

Répétez: Anglais ... allemand ... espagnol ... français ...

Ecoutez:
La grand-mère: Tu vois ... c'est Notre-Dame.
YOU SEE ... IT'S NOTRE-DAME.

Répétez: Tu vois ... c'est Notre-Dame. ...

Ecoutez:
Le garçon: Grand-mère, grand-mère ... regarde!
GRANDMOTHER, GRANDMOTHER ... LOOK!

Répétez: Grand-mère, grand-mère ... regarde! ...

Ecoutez:
La grand-mère: Oui, c'est la Place de la Concorde.
YES, IT'S THE PLACE DE LA CONCORDE.

Répétez: Oui, c'est la Place de la Concorde. ...

Ecoutez:
Le garçon: C'est magnifique, n'est-ce pas?
IT'S MAGNIFICIENT, ISN'T IT?

Répétez: C'est magnifique, n'est-ce pas? ...

Ecoutez:
Le garçon: Où allons-nous maintenant, grand-mère?
WHERE ARE WE GOING NOW, GRANDMOTHER?

Répétez: Où allons-nous maintenant, grand-mère? ...

Ecoutez:
La grand-mère: Nous allons/à l'Arc de Triomphe. C'est la Tour Eiffel maintenant.
WE'RE GOING TO THE ARCH OF TRIUMPH. HERE'S THE EIFFEL TOWER NOW.

Répétez: Nous allons à l'Arc de Triomphe. ...
C'est la Tour Eiffel maintenant. ...

Ecoutez:
Le garçon: On peut descendr~~e~~?
CAN WE GET OUT?

Répétez: On peut descendre? ...

Ecoutez:
La grand-mère: Oui, cin~~q~~ minutes.
YES, FIVE MINUTES.

Répétez: Oui, cinq minutes. ...

Ecoutez:
Le garçon: Bon! Je peux/acheter des cartes postales.
GOOD! I CAN BUY SOME POSTCARDS.

Répétez: Bon! Je peux acheter des cartes postales. ...
des cartes postales. ...
acheter des cartes postales. ...
Je peux acheter des cartes postales. ...
Bon! ...
Bon! Je peux acheter des cartes postales. ...

After pupils have viewed Film 67, drill the short version of the base dialogue, Page 54, and in subsequent follow-up lessons, continue to add one of the drills and to teach the songs as time permits. (See Appendix B, SAMPLE LESSON PLANS FOR GRADE 5.)

Personalize the following structures from the dialogue:

Où allons-nous?
Nous allons/aux Invalides. (Prompt with pictures.)
Nous allons/à Notre-Dame.
Nous allons/à la Place de la Concorde.
Nous allons/à l'Arc de Triomphe.
Nous allons/à la Tour Eiffel.

Nous allons/à l'école.
Nous allons/à la fête.
Nous allons/au bois.
Etc.

Drill 1: Contrast c'est with ce sont. Use persons and objects in the classroom to reinforce the change from singular to plural.

C'est un crayon. Ce sont des crayons.
C'est un livre. Ce sont des livres.
C'est un garçon. Ce sont des garçons.

C'est la Tour Eiffel. Ce sont les Invalides.

C'est une banane. Ce sont des bananes.
C'est une pomme. Ce sont des pommes.
C'est une petite fille. Ce sont des petites filles.

Clarify in English: This is a pencil. These are pencils. Etc.

Drill 2: Use pictures and drawings to present this exercise and use the same questions and answers with the pupils.

Drill 3: Review (or reteach) the days of the week and then drill the following:

Qu'est-ce que tu fais le lundi?
(What do you do on Monday? What do you do on Mondays?)
Explain that the use of le with a day of the week means on . . .

Note: Remind pupils that the French calendar week begins with Monday. Explain also that French children go to school on Saturday but not on Thursday.

Remind pupils that as they view other films of the third triad (Films 68, 68 Repeat, and 69), they will notice some variations in the way that the dialogue is presented, and that they must strive to understand the material which they view on television.

Optional Reading Readiness

1. Continue to teach the French alphabet, four letters at a time.

2. Qu'est-ce que c'est?
   C'est la Tour Eiffel.
   C'est l'Arc de Triomphe.
   C'est la Place de la Concorde.
   C'est Notre-Dame.

   Ce sont les Invalides.

3. Sound-identification.

oi	moi, toi, voilà, mademoiselle
ch	chocolat, chien, chaud, Charles

4. Since the months of the year (septembre through mai) do not occur until Basic Content 14, the teacher may wish to introduce one month at a time as it occurs throughout the school year and to review and teach the remaining months in April and May. In this manner after the children have thoroughly mastered the oral forms of the days of the week and the months of the year, the reading of dates could be introduced. ON BOARD: mardi, le 14 novembre

BASIC CONTENT 4 (For follow-up of Lessons 70, 71, 71 Repeat, 72, and 73)

Pictures: 1, 8, 10-D, 43-45, 67, 70, 75, 80, 94-96, 110, 143, 157, 166, 184, 185, 189

There is an additional film in this fourth group of lessons. The dialogue of the BASIC CONTENT (like the longer film versions of similar dialogues) is divided into two scenes. In the first follow-up lesson (after pupils have viewed Film 70), is is preferable that the teacher concentrate on the first scene of BASIC CONTENT DIALOGUE 4, one of the drills, and perhaps the song. The second scene may be introduced in a subsequent follow-up lesson.

In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 70 as outlined below. (See Procedure for Presenting a New Dialogue Prior to the Television Broadcast of the First Film of the Triad.)

Teacher: "Our new dialogue, which will be introduced in your next television lesson, involves two children who visit the Invalides and admire Napoleon's cannons. When you view the films in this group of lessons, you will see many interesting things which are on display at the Invalides and in the Army Museum. Today let's work on the meaning and the pronunciation of the dialogue which will be introduced in the next film."

Tell the children something about Napoleon and les Invalides, and then use appropriate pictures to introduce the film version of the dialogue.

The following is taken from Film 70, Page 72, Teacher's Guide, Revised, Lessons 61-92, Modern Language Project, 1964.

"Les Invalides"

Teacher: "Let's call our two friends Antoine and Jacques. We will break up some of the longer sentences and build them up from the end."

Ecoutez:
Antoine: Qu'est-ce que c'est, ces grands canons-là? (Model the lines.)
WHAT ARE THOSE BIG CANNONS THERE?

Répétez: Qu'est-ce que c'est, ces grands canons-là? ...

Ecoutez:
Jacques: Ce sont les canons de Napoléon.
THOSE ARE THE CANNONS OF NAPOLEON.

Répétez: Ce sont les canons de Napoléon. ...

Ecoutez:
Antoine: Oh là là! C'est lourd! Je n~~e~~ peux pas le bouger!
OH, MY! IT'S HEAVY! I CAN'T BUDGE IT!

Répétez: Oh là là! C'est lourd. ...
Je ne peux pas le bouger! ...

Ecoutez:
Jacques: J'aimerais/avoir un canon comme ça!
I'D LIKE TO HAVE A CANNON LIKE THAT.

Répétez: J'aimerais avoir un canon comme ça! ...

Ecoutez:
Antoine: Oui? Dans ta maison?
REALLY? IN YOUR HOUSE?

Répétez: Oui? Dans ta maison? ...

Ecoutez:
Jacques: Non! Dans mon jardin.
NO! IN MY YARD.

Répétez: Non! Dans mon jardin. (Check nasalization of non.) ...

Ecoutez:
Antoine: Et là -- qu'est-ce que c'est?
AND THERE -- WHAT'S THAT? (WHAT ARE THEY?)

Répétez: Et là -- qu'est-ce que c'est? ...

Ecoutez:
Jacques: Ce sont les soldats de Napoléon.
THOSE ARE NAPOLEON'S SOLDIERS.

Répétez: Ce sont les soldats de Napoléon. ...

Ecoutez:
Antoine: Non, je n~~e~~ crois pas.
NO, I DON'T THINK SO.

Répétez: Non, je ne crois pas. ...

Ecoutez:
Jacques: Mais si, regarde! C'est écrit ici.
YES, LOOK. IT'S WRITTEN HERE.

Répétez: Mais si, regarde! C'est écrit ici. ...

Ecoutez:
Antoine: Ah oui! C'est vrai.
AH, YES! THAT'S TRUE.

Répétez: Ah oui! C'est vrai. ...

Ecoutez:
Jacques: Quelles grandes bottes!
WHAT BIG BOOTS!

Répétez: Quelles grandes bottes! ...

Ecoutez:
Antoine: Quel bel uniforme!
WHAT A BEAUTIFUL UNIFORM!

Répétez: Quel bel uniforme! ...

Teacher: "That's the dialogue which will be presented in the next television lesson. After you see the film, I will begin to teach you a dialogue which is somewhat shorter. But pay attention to the television lessons and try to understand as much as you can."

After the pupils have viewed Film 70, begin to drill the short dialogue of BASIC CONTENT 4 on Page 66. Also drill the following:

J'aimerais/avoir un canon/un train/un phono/
une bicyclette... comme ça.

Drill 1: Check comprehension and pronunciation of:

De quelle couleur est-il? (du chocolat)
De quelle couleur est-elle? (une pomme)
Etc.

Drill 2: Explain briefly in English that belle and beau (belles, bel, beaux) mean beautiful or handsome, and then introduce the drill with appropriate pictures.

Drill 3: Use an activity which contrasts the use of tu and vous. Explain briefly in English, if necessary.

Drill 4: In the last section of this drill, two tenses (le présent and le passé composé) are contrasted. Follow the procedures outlined on Page 69 of the Teacher's Guide, but begin with verbs which do not present a difficulty in pronunciation:

HIER	AUJOURD'HUI
J'ai chanté	Je chante
J'ai dessiné (s not z)	Je dessine
J'ai nagé	Je nage

The following forms present difficulty in pronunciation as will be noticed by the sounds which are underlined:

J'ai écouté	J'écoute
J'ai joué	Je joue.

Begin, therefore, with the easier verbs, and by using pictures to prompt the response, personalize by asking "Qu'est-ce que tu fais aujourd'hui?" or "Qu'est-ce que tu as fait hier?"

A game may be used by asking pupils to raise their left hands if the verb (sentence) is in the past (HIER) and their right hands if the verb (sentence) is in the present (AUJOURD'HUI). The teacher gives sample sentences and may wish to divide the class into two teams.

Optional Reading Readiness

Please see "Reading Readiness" in the beginning of this part of the Guide.

1. Continue to review and to teach the French alphabet, four letters at a time.

2. The following drill contrasts the use of the indefinite articles, masculine and feminine, singular and plural.

a. Qu'est-ce que c'est?

C'est un soldat.
Ce sont des soldats.

C'est un canon.
Ce sont des canons.

C'est un crayon.
Ce sont des crayons.

b. Qu'est-ce que c'est?

C'est une maison.
Ce sont des maisons.

C'est une pomme.
Ce sont des pommes.

C'est une banane.
Ce sont des bananes.

NOTE: If liaison presents a problem, the teacher may wish to use a curved line (C'est‿un soldat.) as an aid. If silent letters pose a problem, a sample can be crossed out (Qu'e~~st~~-ce que c'e~~st~~?) or the teacher may cover the silent letters.

4. Sound-identification.

u	une, tu, du, monument
ou	nous, vous, tour, pour, oui

TEST EXERCISE 5-A
Grade 5, BC 1 - BC 4
Listening Comprehension

Directions: Explain briefly in English. Distribute answer sheets similar to the one on the next page of this Guide. Give directions. Item 1 is an example. Write A B C on the board and circle C after the pupils have done the first item. Give the number and letter and read each item twice in French.

1. Comment ça va? (sample)
   A Je m'appelle Robert.
   B Bonjour.
   C Très bien, merci.

2. Est-ce que tu as faim?
   A Oui, Sabine a faim.
   B Oui, j'ai faim.
   C Oui, il a faim.

3. Comment s'appelle la petite fille?
   A Elle s'appelle Suzanne.
   B Il s'appelle Antoine.
   C Je m'appelle Robert.

4. Quel âge as-tu?
   A Il a neuf ans.
   B Elle a dix ans.
   C J'ai onze ans.

5. Voilà des lettres et trois paquets.
   A Toto va toujours bien.
   B C'est un petit chien.
   C Merci.

6. Quel temps fait-il?
   A Il pleut.
   B Il dessine une maison.
   C Il a onze ans.

7. Est-ce que Marie aime les gâteaux?
   A Oui, elle va au tableau.
   B Oui, elle aime les gâteaux.
   C Voilà le drapeau.

8. Où allons-nous cet après-midi?
   A Voilà le garçon.
   B Il fait beau cet après-midi.
   C Allons à la Tour Eiffel.

9. Qu'est-ce que tu fais le dimanche?
   A Je vais à l'école.
   B Je vais au cinéma.
   C Très bien, merci.

10. Voilà une banane. De quelle couleur est-elle?
   A Elle est rouge.
   B Il est jaune.
   C Elle est jaune.

11. Qu'est-ce que tu as fait hier?
   A J'ai joué à la balle.
   B Je dessine une maison.
   C Je joue au football.

Short exercises, similar to the one above, may be used to check listening comprehension and to evaluate teaching and learning.

TEST EXERCISE 5-A ANSWER SHEET

Name: ______________________________ ________
First Last Room

Instructions: You will hear a question or statement in French followed by three possible answers. After you have heard them the second time, circle the letter of the answer which best answers the question. The number of each question and the three letters (A B C) for the answers will be read in French. The first one is for practice.

1. A B C (sample)

2. A B C

3. A B C

4. A B C

5. A B C

6. A B C

7. A B C

8. A B C

9. A B C

10. A B C

11. A B C

When you have finished, turn your paper face down on your desk. The questions and answers will not be given again.

BASIC CONTENT 5 (For follow-up of Lessons 74, 75, 75 Repeat, and 76)

Pictures: 118, 122, 123

The dialogue in these lessons does not lend itself readily to enactment by the pupils. The pupils should understand the dialogue, however, and the teacher should personalize the important structures.

In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 74 as outlined below.

Teacher: "Our new dialogue, which will be introduced in your next television lesson, takes place in a French school. In France boys and girls attend separate schools. In the films you will see scenes in a boys' school as well as in a girls' school. The setting for the dialogue of the first lesson is a make-believe French classroom. The teacher tells a boy to write Exercise Number One on the chalkboard. The boy can't find the chalk, which is on the teacher's desk. Another boy puts the next exercise on the board. On the way back to his seat, the first boy nudges another one. The teacher asks what the trouble is, and the boy answers: 'Nothing, ma'am. I'm going back to my seat.' Then the class takes a dictation, first writing the date in their notebooks. One boy can't find his fountain pen. In the films pay attention to how the pupils are dressed and what the schools look like. Today let's work on the pronunciation and the meaning of the dialogue in the first film. After you have viewed the film, we will begin to learn a short version of the dialogue."

The following is taken from Film 74, Page 88, Teacher's Guide, Revised, Lessons 61-92, Modern Language Project, 1964.

"Dans la Salle de Classe"

Ecoutez:	
Le professeur:	Silence! Francis, va au tableau. (The s of Francis is pronounced.) QUIET! FRANCIS, GO TO THE BOARD.
Répétez:	Silence! Francis, va au tableau. . . .
Ecoutez:	
Francis:	Oui, madame. YES, MA'AM.
Répétez:	Oui, madame. . . .

Ecoutez:
Le professeur: Ecris l'exercise numéro un.
WRITE EXERCISE NUMBER ONE.

Répétez: numéro un. . . .
l'exercise numéro un. . . .
Ecris
Ecris l'exercise numéro un. . . .

Ecoutez:
Francis: Je n~~e~~ trouve pas la craie, madame. Où est-elle?
I CAN'T FIND THE CHALK, MA'AM. WHERE IS IT?

Répétez: Je ne trouve pas la craie, madame. . . .
Où est-elle? . . .

Ecoutez:
Le professeur: Sur le bureau. (Turns to another boy.) François, l'autre exercice.
ON THE DESK. FRANÇOIS, THE OTHER EXERCISE.

Répétez: Sur le bureau. . . .
François, l'autre exercise. . . .

Ecoutez:
François: Oui, madame.
YES, MA'AM.

Répétez: Oui, madame. . . .

Ecoutez:
Le professeur: Bon. Francis, retourne à ta place.
ALL RIGHT. FRANCIS, RETURN TO YOUR SEAT.

Répétez: Bon. Francis, retourne à ta place. . . .

Ecoutez: (Francis nudges a student as he returns to his seat.)
Le professeur: Qu'est-ce qu'il y a, Francis?
WHAT'S THE MATTER, FRANCIS?

Répétez: Qu'est-ce qu'il y a, Francis? . . .

Ecoutez:
Francis: Rien, madame. Je retourne à ma place.
NOTHING, MA'AM. I'm returning to my seat.

Répétez: Rien, madame. . . .
Je retourne à ma place. . . .

Ecoutez:
Le professeur: Maintenant, toute la classe, écrivez la date sur vos cahiers.
NOW, THE WHOLE CLASS, WRITE THE DATE IN YOUR NOTEBOOKS.

Répétez: Maintenant, toute la classe, écrivez la date sur vos cahiers. ...
sur vos cahiers. ...
écrivez la date sur vos cahiers. ...
toute la classe, écrivez la date sur vos cahiers. ...
Maintenant, toute la classe, écrivez la date sur vos cahiers. ...

Ecoutez:
François: (looking for a pen): Ah, ça! Où est mon stylo?
OH! WHERE IS MY PEN?

Répétez: Ah, ça! ...
Où est mon stylo? ...

Ecoutez:
Le professeur: Maintenant, la dictée.
NOW, THE DICTATION.

Répétez: Maintenant, la dictée. ...

After the pupils have viewed Film 74, begin to drill the base dialogue on Page 84 of the Teacher's Guide, teaching one of the drills in each follow-up lesson. The teacher, however, should continue to examine the film versions of the lessons in order to be aware of the material which is introduced on film. Reminder: The material in the film versions (white pages) is not drilled by the French teacher; rather, the material in the BASIC CONTENT sections (blue pages) is drilled thoroughly and personalized by the teacher.

Drill 1: Review numbers 1 - 39 and introduce and drill numbers 40 - 50 with flashcards, both in and out of sequence.

Drill this exercise thoroughly as the teacher may wish to introduce similar structures as reading readiness after the teacher is satisfied with pupils' mastery of the oral forms of C'est ... and Ce sont ...

Drill 2: Liaison is not made in the films:

Nous sommes/en octobre, etc.

Check pronunciation of:

Nous sommes/en octobr~~e~~, novembr~~e~~, décembr~~e~~.

Drill 3: This exercise on time (Il est une heure/une heure et demie/deux heures/deux heures et demie, etc.) appears in Film 76. The teacher's omission of liaison (Il est/une heure) or the use of liaison (Il est une heure) should be consistent, and the teacher should strive to use the film version of liaison in order to avoid confusing the pupils.

Optional Reading Readiness

1. Continue to teach the French alphabet, four letters at a time.

2. Review and present reading of the following structures, using flashcards or the chart tablet:

Quel temps fait-il?

Il fait beau.
Il fait froid.
Il fait chaud.
Il fait mauvais.

Cover or lightly cross out
silent letters if they cause
a pronunciation problem.
(Il fai~~t~~ mauvai~~s~~.)

3. If the reading readiness exercise of Basic Content 4 on the structures C'est ... and Ce sont des ... has not yet been introduced, the teacher may wish to present it at this time.

BASIC CONTENT 6 (For follow-up of Lessons 77 and 78)

Pictures: 31-36, 74, 76, 81

Films 77 and 78 present two quiz programs in the form of a game in order to review some of the material which was previously introduced. Some teachers use the two film versions of the lessons and present similar quiz programs as part of their lessons during the week in which the two films are viewed; other teachers omit the quiz programs and simply review the most important structures previously drilled in Grade 5. These are as follows:

Greetings.
Quel temps fait-il?
Il fait beau/mauvais/froid/chaud.
Quelle heure est-il?
Il est une heure/une heure et demie/deux heures/deux heures et demie, etc.
Tu as faim? (Est-ce que tu as faim?)
Oui, j'ai faim. Non, je n'ai pas faim.
Qu'est-ce que tu veux?
Je voudrais ...
Où allons-nous cet après-midi?
Allons au bois/au garage/au jardin/à la fête/au cinéma, etc.
Comment t'appelles-tu?
Je m'appelle ...
Comment s'appelle-t-il/elle?
Il/Elle s'appelle ...
Quel âge as-tu?
J'ai ... ans.
Quel âge a-t-il/elle?
Il/Elle a ... ans.
Où est ... ?
Voilà ...
Numbers 1 - 50.
Quel jour est-ce aujourd'hui?
C'est aujourd'hui ...
Qu'est-ce que tu fais le lundi/le mardi, etc. ?
Voilà ... De quelle couleur est-il/elle? Etc.
Qu'est-ce que tu fais aujourd'hui? Qu'est-ce que tu as fait hier?
Qu'est-ce que c'est?
C'est un/une ... Ce sont des ...
Quel temps fait-il en ... ? En ... il ...

The preceding are the most important structures of Basic Contents 1 - 5. The teacher should review those basic structures and vocabulary items which she feels to be of particular importance as well as those which the children may not have adequately mastered. A few songs and reading readiness material previously introduced may also be reviewed.

Optional Reading Readiness

1. Complete the teaching of the letters of the French alphabet, using flashcards. The teacher may wish to use the Alphabet Song. (See Alphabet Song, Part IV, Grade 6 Section of Guide, Workbook, Page 4, Exercise E.)

2. Review reading readiness of material previously introduced.

3. Sound-identification.

é   bébé, café, décembre, année

è   mère, père, très, après

NOTE: Do not forget to look ahead to see what is to be presented in the following BASIC CONTENT SECTION, to have adequate time for the preparation of written lesson plans and props, and to be thoroughly familiar with the suggestions in this Guide for teaching the material.

BASIC CONTENT 7 (For follow-up of Lessons 79, and 79 Repeat)

Pictures: 36, 43, 45, 78, 79, 93, 96, 122, 124, 171-174, 199, 200

Upon examining the lesson content of film lesson 79 (Page 104 of Teacher's Guide, Revised, Lessons 61-92), the teacher will notice that it would be impossible to provide an adequate follow-up lesson in a twenty-minute period because of the great amount of complex material which is contained in this lesson.

For the follow-up of this lesson (which is viewed twice on television in order to provide additional practice), the teacher should concentrate on the verb forms in the manner recommended in the BASIC CONTENT 4 section of this Guide, that is, beginning with the easier verbs:

HIER (le passé composé)	AUJOURD'HUI (le présent)
J'ai chanté.	Je chante.
J'ai dessiné.	Je dessine. (s not z)
J'ai nagé.	Je nage.
J'ai regardé la télévision.	Je regarde la télévision.
J'ai joué au football.	Je joue au football.
J'ai joué au basket.	Je joue au basket. (t pronounced)
J'ai écouté la radio.	J'écoute la radio.

In subsequent lessons, the teacher can use some of the above structures as warm-up or review material, prompting the response with pictures or gestures:

Qu'est-ce que tu as fait hier?
Hier, j'ai écouté des disques.

Another difficulty is that we do little in Grade 6 with verbs in tenses other than le présent; however, if pupils are to derive maximum benefit from viewing the televised broadcasts, the teacher must provide adequate follow-up on these verb structures, making sure that the pupils know what they are saying and can use the sentences which appear in the *Teacher's Guide*.

In addition to the verb forms of this lesson, the teacher should review numbers 1 - 50 and teach numbers 51 - 60. The drill on Page 105 of the *Teacher's Guide* may have to be explained briefly in English:

Dites-moi que c'est un chien (showing picture).
TELL ME THAT IT'S A DOG.
Ecoutez: C'est un chien. Répétez.

Dites-moi qu'il s'appelle Toto. (Prompt if necessary.)

Optional Reading Readiness

The presentation of "reading readiness" material contained in this *Guide* should be done only if adequate time is available and pupils have mastered the oral forms. Reading of this material may be done, of course, at a later time.

1. Continue to review the letters of the French alphabet. At an appropriate time, introduce the commands *Épèle* and *Épelez*, and have pupils spell *simple* words from flashcards or chart tablet.

2. Sound-identification.

on		crayon, garçon, maison, bonjour, non
o	o	radio, rose, hôtel
	eau	drapeau, tableau, eau
	au	chaud, auto, au revoir

3. Bonjour, papa.
Bonjour, maman.
Bonjour, madame.
Bonjour, mademoiselle.
Bonjour, monsieur.

Au revoir. À demain.

BASIC CONTENT 8 (For follow-up of Lessons 80, 80 Repeat, 81, and 82)

Pictures: 29, 30, 46, 47, 93, 96, 171-174

The film versions of the dialogue in this new set of lessons are rather long, and the pupils should be reminded again to participate actively in the television broadcasts, to repeat aloud in unison, and to try to understand the variations in the dialogue. In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 80 so that the pupils will be prepared for viewing the first film of the new triad of lessons. (See Procedure for Presenting a New Dialogue Prior to the Television Broadcast of the First Film of the Triad.)

The teacher should examine the texts of the three films of this triad and use appropriate pictures in presenting the dialogue of the first film.

Teacher: "In our new dialogue, which will be presented in your next television lesson, we visit Orly Airport in Paris. A family is getting out of a taxi. The father, who hasn't the correct change for the taxi driver, gives him a bill of fifty francs, which is worth about $10.00. The fare is quinze francs, or about $3.00, and the taxi driver makes change. The mother does not want her son to take the heavy package and tells him to take the suitcase instead. The older boy hopes to have lunch on the plane. The father makes sure they have the tickets, and the boys go off to see the plane. The boys find that the plane motors make a terrific noise. In the second film you will practice the same dialogue, but it will take place at a French railroad station. You will see that the travelers, railroad stations, and airports in France look very much like those in the United States. After you have viewed the first film of these new lessons, we will begin to learn a short version of the dialogue. Now let's work on the pronunciation and meaning of the dialogue which will be presented in your next television lesson."

The following is taken from Film 80, Page 110, Teacher's Guide, Revised, Lessons 61-92, Modern Language Project, 1964.

In this dialogue we have la mère, le père, and le chauffeur, as well as the two boys. Let's call the boys Etienne and Pierre.

"A l'Aéroport"

Ecoutez:
La mère Descendez vite, mes enfants.
GET OUT QUICKLY, CHILDREN.

Répétez: Descendez vite, mes enfants. ...

(Use appropriate pictures and gestures, model each sentence a few times and have the lines repeated a few times. Use "backward buildup" with the longer sentences.)

Ecoutez:
Le père: C'est combien?
HOW MUCH IS IT?

Répétez: C'est combien? ...

Le chauffeur: C'est quinze francs, monsieur.
IT'S FIFTEEN FRANCS, SIR. (About $3.00.)

Répétez: C'est quinze francs, monsieur. ...

Ecoutez:
Le père: Je n'ai pas de monnaie. Voilà cinquante francs.
I DON'T HAVE ANY CHANGE. THERE IS FIFTY FRANCS.

("One French franc is worth about $.20. How much would fifty francs be worth then?")

Répétez: Je n'ai pas de monnaie. ...
Voilà cinquante francs. ...

Ecoutez:
Etienne: Je prends ce paquet?
SHALL I TAKE THIS PACKAGE?

Répétez: Je prends ce paquet? ...

Ecoutez:
La mère: Non, laisse-le.
NO, LEAVE IT.

Répétez: Non, laisse-le. ... (Check pronunciation of non.)

Ecoutez:
Etienne: Pourquoi?
WHY?

Répétez: Pourquoi? ...

Ecoutez:
La mère: Parce qu'il est trop lourd. Prends la petite valise.
BECAUSE IT'S TOO HEAVY. TAKE THE SMALL SUITCASE.

Répétez: Parce qu'il est trop lourd. ...
Prends la petite valise. ...

Ecoutez:
Le père: Tu n'as pas/oublié les billets?
YOU DIDN'T FORGET THE TICKETS?

Répétez: Tu n'as pas oublié les billets? ...
les billets? ...
oublié les billets? ...
Tu n'as pas oublié les billets? ...

Ecoutez:
La mère: Non, bien sûr. Les voilà. Allons ... venez vite, mes enfants.
NO, OF COURSE NOT. HERE THEY ARE. LET'S GO. COME QUICKLY, CHILDREN.

Répétez: Non, bien sûr. Les voilà. Allons ... venez vite, mes enfants. ...

Ecoutez:
Pierre: On va déjeuner dans l'avion?
ARE WE GOING TO HAVE LUNCH ON THE PLANE?

Répétez: On va déjeuner dans l'avion? ...
dans l'avion? ...
déjeuner
déjeuner dans l'avion? ...
On va déjeuner dans l'avion? ...

Ecoutez:
La mère: Ce garçon, il a toujours faim!
THAT BOY IS ALWAYS HUNGRY!

Répétez: Ce garçon, il a toujours faim! ...

Ecoutez:
Etienne: Dépêchons-nous! Je veux voir l'avion.
LET'S HURRY! I WANT TO SEE THE PLANE.

Répétez: Dépêchons-nous! ...
Je veux voir l'avion. ...
Dépêchons-nous! Je veux voir l'avion. ...

Ecoutez: (Boys looking at plane.)
Pierre: Tu entends ces moteurs?
DO YOU HEAR THOSE ENGINES?

Répétez: Tu entends ces moteurs? ...

Ecoutez:
Etienne: Ah oui, ça fait un bruit formidable.
YES, THEY MAKE A TERRIFIC NOISE.

Répétez: Ah oui, ça fait un bruit formidable. ...
formidable. ...
un bruit
un bruit formidable. ...
ça fait un bruit formidable. ...
Ah oui, ça fait un bruit formidable. ...

After pupils have viewed Film 80, begin to drill the base dialogue of BASIC CONTENT 8 (Page 107 of Teacher's Guide), constantly reviewing and working on parts of Drill 1 each day.

Drill 1: First review the days of the week; then review the verbs (le présent and le passé composé) that were introduced previously. The pupils will need considerable prompting in using structures with vous and nous.

Drill 2: This exercise may be omitted.

Continue singing Le pont d'Avignon. The new song, Il était une bergère, is introduced in Film 82.

Optional Reading Readiness

1. Review letters of the French alphabet, spelling, and structures and vocabulary previously introduced.

2. Quel jour est-ce aujourd-hui?

C'est aujourd'hui lundi...
mardi.
mercreci.
jeudi.
vendredi.
samedi.
dimanche.

3. Sound-identification.

in	juin, cinq, les Invalides
un	lundi, un

(Parisians do not generally differentiate between these two sounds and pronounce them as in.)

NOTE: In order to increase pupils' understanding of French culture, the teacher should encourage them to pay close attention to the films and to observe the differences and similarities between France and the United States. Often a brief discussion in English about an aspect of French culture from one of the films, even though it may be insignificant, may help to motivate pupils, to avoid their making generalizations, and to increase their understanding of the world in which they live. The teacher will have a greater knowledge both of the cultural aspects of the program and the way the material is introduced if she can view the films; regardless, the teacher should be thoroughly familiar with the texts of the film lessons. Sometimes on holidays when the schools are closed, the teacher may be able to view some of the films at home. An attractive bulletin board in the school or a French corner in the classroom also promote interest, particularly if pupils assist in planning and preparing the displays. A French demonstration class at a PTA meeting is always well received by the parents; it might also be instrumental in encouraging parents to motivate their children at home and to take interest in their study of French. While the principal goals of the program are linguistic and cultural, the French teacher cannot always spend 1, 200 seconds on drill, drill, drill in every twenty-minute class. If the children are to learn effectively, they must enjoy what they are learning, and the teacher must always consider individual differences, interests, and the abilities of all pupils.

BASIC CONTENT 9 (For follow-up of Lessons 83, 83 Repeat, 84, and 85)

Pictures: 12-D, 12-E, 16, 17, 53-56, 60, 162, 195, 197, 198

The new dialogue presents several structures which lend themselves to personalization and variation. One of the things which the children find peculiar is that the first presentation of the dialogue deals with le 14 juillet, while the situation of the dialogue in the second film is related to Christmas. These variations should be pointed out to the children before they view the three films of this triad.

Before the pupils view the first film, the teacher should give some cultural explanation in English about le 14 juillet, perhaps speaking briefly about the French Revolution which began in 1789, la Bastille, the executions with la guillotine at what is now la Place de la Concorde, etc. Interesting and colorful pictures would enliven such a discussion.

In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 83 as outlined below.

First examine the texts of the three films of this triad, and then present the first film dialogue, using appropriate pictures and props.

Teacher: "In our new dialogue, which will be presented in your next television lesson, it is Bastille Day, July 14, Independence Day in France. The first scene is in Suzanne's bedroom. Suzanne is sleepy, but when her mother mentions what day it is, she gulps down her coffee and milk (café au lait), goes to dress quickly, and then watches the parade with her friend, Madeleine. They are excited when they hear the music and see the soldiers. Today we will work on the pronunciation and meaning of the dialogue in the first film, the Independence Day dialogue; in the second film, which you will see later, in order to provide some variation with a similar dialogue, the action takes place at Christmas rather than on le 14 juillet." (Explain café au lait.)

The following is taken from Film 83, Page 123, Teacher's Guide, Revised, Lessons 61-92, Modern Language Project, 1964.

"Le Quatorze Juillet"

Ecoutez: Scene One: Suzanne's Bedroom
La mère: Suzanne, réveille-toi! (Model a few times.)
SUZANNE, WAKE UP!

Répétez: Suzanne, réveille-toi! ... (Repeat a few times.)

Ecoutez:
Suzanne: J'ai sommeil.
I'M SLEEPY.

Répétez: J'ai sommeil. ...

Ecoutez:
La mère: Lève-toi! C'est le quatorze juillet.
GET UP! IT'S JULY 14.

Répétez: Lève-toi! ...
C'est le quatorze juillet. ...
Lève-toi! C'est le quatorze juillet. ...

Ecoutez:
Suzanne: Ah, oui, je veux voir le défilé.
OH, YES! I WANT TO SEE THE PARADE.

Répétez: Ah, oui, je veux voir le défilé. ...

Ecoutez:
La mère: Tiens, voilà ton petit déjeuner.
HERE -- THERE'S YOUR BREAKFAST.

Répétez: Tiens, voilà ton petit déjeuner. ...
Tiens (gesturing)
voilà ton petit déjeuner. ...

Ecoutez:
Suzanne: Non merci, je n'ai pas faim.
NO, THANKS. I'M NOT HUNGRY.

Répétez: Non merci, je n'ai pas faim. ...

Ecoutez:
La mère: Bois ton café au lait!
DRINK YOUR COFFEE AND MILK!

Répétez: Bois ton café au lait! ...

Ecoutez:
Suzanne: Bon. Donne-moi du sucre, s'il te plaît.
ALL RIGHT. GIVE ME SOME SUGAR, PLEASE.

Répétez: Bon. Donne-moi du sucre, s'il te plaît. ...
s'il te plaît. ...
du sucre, s'il te plaît. ...
Donne-moi du sucre
Donne-moi du sucre, s'il te plaît. ...
Bon.
Bon. Donne-moi du sucre, s'il te plaît. ...

Ecoutez:
La mère: Va vite t'habiller maintenant.
GO DRESS QUICKLY NOW.

Répétez: Va vite t'habiller maintenant. ...

Ecoutez:
Suzanne: Je veux voir le défilé.
I WANT TO SEE THE PARADE.

Répétez: Je veux voir le défilé. ...

Ecoutez: Scene Two: Suzanne and Madeleine Watching the Parade
Suzanne: Madeleine, viens vite! J'entends de la musique.
MADELEINE, COME QUICKLY! I HEAR MUSIC.

Répétez: Madeleine, viens vite! J'entends de la musique. ...

Ecoutez:
Madeleine: J'arrive! Ils viennent par ici?
I'M COMING! ARE THEY COMING THIS WAY?

Répétez: J'arrive! Ils viennent par ici? ...

Ecoutez:
Suzanne: Oui, regarde. C'est très joli.
YES, LOOK. IT'S VERY PRETTY.

Répétez: Oui, regarde. C'est très joli. ...

Ecoutez:
Madeleine: Ah, je vois des soldats! Bravo!
OH, I SEE SOME SOLDIERS! BRAVO! (HURRAH!)

Répétez: Ah, je vois des soldats! ... Bravo! ...

After the pupils have viewed Film 83, the teacher should begin to teach the dialogue of BASIC CONTENT 9, Page 120 of the Teacher's Guide, Revised, Lessons 61-92. The pupils should be reminded of the variations of the dialogues of Lessons 84 and 85 before they view these films.

The following structures from the base dialogue should be personalized:

Est-ce que tu as sommeil?
    Oui, j'ai sommeil.
    Non, je n'ai pas sommeil.
Qu'est-ce que tu veux voir?
    Je veux voir le défilé/les canons de Napoléon/
    les soldats de Napoléon/les Invalides/la Tour
    Eiffel/les cadeaux, etc.
Tiens, voilà ton petit déjeuner.
        ton livre.
        ton crayon.
        ta balle.
        ta banane.
        tes livres.
        tes crayons. Etc.
    Merci bien, madame (mademoiselle).
Bois ton café au lait.
    ton lait.
    ton Coca Cola. Etc.
Tu as faim? Qu'est-ce que tu veux?
    Donne-moi (Donnez-moi) ...

Drill 1: This drill may be omitted. The teacher, however, may wish to present it once so that the children will understand it when they view the television program.

Drill 2: Explain that these are commands and responses and drill this exercise briefly by using demonstration and repetition.

Drill 3: Numbers 61 - 70 are introduced in Film 85. First review the numbers which have previously been presented; for "seventy," demonstrate its formation on the board, as follows:

60 + 10 = 70 (Soixante et dix font soixante-dix.)

Check pronunciation of soixante (s not z).

Similar problems in addition should be used later in presenting numbers 71-80, 81-90, and 91-99. French numbers above 70 require a great deal of drill as they are quite difficult.

The Visual Drill on Page 122 can be taught by using props and demonstration.

Continue the song, Il était une bergère.

Optional Reading Readiness

1. Review letters of the French alphabet and spelling of simple words read from the chart tablet or from flashcards. Have pupil(s) pronounce the words before they are spelled aloud.

2. Est-ce que tu as faim?
    Oui, j'ai faim.

    Qu'est-ce que tu veux manger?
    Je voudrais une pomme.
    Je voudrais un gâteau.
    Je voudrais du chocolat.
    Je voudrais de la glace.

3. Est-ce que tu as soif?
    Oui, j'ai très soif.

    Qu'est-ce que tu veux boire?
    Je voudrais du Coca Cola.
    Je voudrais du lait.
    Je voudrais de la limonade. (Limeade and not citronnade)
    Je voudrais de l'eau.

BASIC CONTENT 10 (For follow-up of Lessons 86, 86 Repeat, 87, and 88)

Pictures: 1, 2, 48, 49, 52, 67, 93, 167, 168, 186, 187, 195

The new dialogue presents several structures which lend themselves to personalization and variation. Some of the drills, however, are rather difficult; the teacher may wish to omit Drill 3 as it serves no purpose except to teach a few commands.

In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 86 as outlined below.

Teacher: "In our new dialogue, which will be presented in your next television lesson, Jacques and his friends, Arthur and Roger, are on a bicycle trip. Jacques is fixing a flat tire caused by a nail. Jacques says that he is a good mechanic, and he finds the nail. One boy helps Jacques and another offers him something to eat. Today we will work on the pronunciation and meaning of the dialogue in the first film of this group of lessons."

The following is taken from Film 86, Page 137, Teacher's Guide, Revised, Lessons 61-92, Modern Language Project, 1964.

"Un Pneu crevé" (The p of pneu is pronounced.)

Ecoutez:
Arthur: Alors, qu'est-ce qu'il y a?
WELL, WHAT'S THE MATTER? (WHAT'S WRONG?)

Répétez: Alors, qu'est-ce qu'il y a? ...

Ecoutez:
Jacques: Tu vois bien. J'ai un pneu crevé.
YOU CAN SEE. I HAVE A FLAT TIRE.

Répétez: Tu vois bien. ...
J'ai un pneu crevé. ...

Ecoutez:
Arthur: Oh là là! Il faut/aller au garage!
OH, MY! IT'S NECESSARY TO GO TO THE GARAGE!

Répétez: Oh là là! Il faut aller au garage! ...
aller au garage! ...
Il faut aller au garage! ...
Oh là là! Il faut aller au garage! ...

Ecoutez:
Jacques: Mais non, je suis bon mécanicien.
OH, NO. I'M A GOOD MECHANIC.

Répétez: Mais non, je suis bon mecanicien. ...

Ecoutez:
Arthur: Tu as trouvé le clou? (Use large nail as prop.)
DID YOU FIND THE NAIL?

Répétez: Tu as trouvé le clou? ...

Ecoutez:
Jacques: Oui, je l'ai trouvé.
YES, I FOUND IT.

Répétez: Oui, je l'ai trouvé. ...

Ecoutez:
Arthur: Je peux t'aider?
CAN I HELP YOU?

Répétez: Je peux t'aider? ...

Ecoutez:
Jacques: Tiens cette roue une minute. Là, ça y est.
HOLD THIS WHEEL A MINUTE. THERE, THAT'S IT!

Répétez: Tiens cette roue une minute. ...
Là, ça y est. ...

Ecoutez: (Second boy approaches, carrying picnic lunch)
Roger: Tu veux manger quelque chose?
DO YOU WANT TO EAT SOMETHING?

Répétez: Tu veux manger quelque chose? ...

Ecoutez:
Arthur: Qu'est-ce qu'on a?
WHAT DO WE HAVE?

Répétez: Qu'est-ce qu'on a? ...

Ecoutez: Roger:	 On a des sandwiches, des oranges et des oeu~~fs~~ durs. WE HAVE SANDWICHES, ORANGES, AND HARD-BOILED EGGS.
Répétez:	On a des sandwiches, des oranges et des oeufs durs. ...
Ecoutez: Arthur:	 Donne-moi deux sandwiches, s'il te plaît. GIVE ME TWO SANDWICHES, PLEASE.
Répétez:	Donne-moi deux sandwiches, s'il te plaît. ... s'il te plaît. ... deux sandwiches, s'il te plaît. ... Donne-moi deux sandwiches, s'il te plaît. ...
Ecoutez: Arthur:	(to Jacques) Voilà pour toi. THERE YOU ARE.
Répétez:	Voilà pour toi. ...
Ecoutez: Roger:	 Oh, oh! Dépêchez-vous. OH, HURRY UP!
Répétez:	Oh, oh! Dépêchez-vous.

Teacher: "After you have seen the next film, we will begin to learn a dialogue which is similar but somewhat shorter than those in the films. In the second film of this group of lessons, our friend, Célestin, has a flat tire on his old car. In the next film you will also see two boys talking about a lost football. Some of the material is rather difficult, so pay close attention and see how much you can understand."

After pupils have viewed Film 86, the teacher should begin to teach the base dialogue on Page 134 of the Teacher's Guide, and to personalize the following structures from the dialogue:

Alors, qu'est-ce qu'il y a?
    Tu vois bien. J'ai un pneu crevé.
    J'ai mal à la tête/aux dents/au pied. J'ai un rhume.
Où faut-il aller?
    Il faut aller au garage. (Prompting with pictures)
    Il faut aller à l'école.
    Il faut aller à la maison.
        Etc.

Tu as trouvé le clou/le livre/le crayon/le chien/le chat? Etc.
Oui, je l'ai trouvé.
Tu veux manger quelque chose? Voulez-vous manger quelque chose?
Qu'est-ce qu'on a?
On a ...
Donne-moi ..., s'il te plaît.
Donnez-moi ..., s'il vous plaît, madame.
Voilà pour toi.

Drill 1: This exercise provides further drill on the structure, Il faut ... Use appropriate props and make certain that the pupils understand the meaning of Il faut.

Drill 2: This exercise is rather difficult and should be explained briefly in English and then demonstrated and drilled in French.

Drill 3: This drill may be omitted.

The song, A la claire fontaine, may be omitted, as it is rather difficult and the children do not particularly like it.

Optional Reading Readiness

1. Quel temps fait-il en ... ? (Give the months orally.)

Il fait beau.
Il fait froid.
Il fait chaud.
Il fait mauvais.
Il pleut.
Il neige.

2. Sound-identification.

l le, la, les, bicyclette, avril

r Rififi, grand-père, garçon, septembre, pour

BASIC CONTENT 11 (For follow-up of Lessons 89, 89 Repeat, 90, and 91)

Pictures: 4-A, 5, 6, 27, 28, 148, 154, 168, 195

Pupils particularly enjoy the dialogue of this triad of lessons as it deals with two Boy Scouts in the *Bois de Boulogne*. The teacher may be able to make or to find a large map of France as the drills deal with geography.

In the lesson which *precedes* the television presentation of the new dialogue, present the film version of the dialogue in Lesson 89 as outlined below.

Teacher: "In our new dialogue, which will be introduced in the next film, two Boy Scouts, after a two-hour walk, reach a hill-top overlooking Paris. They are in the *Bois de Boulogne*, a beautiful woods and park in Paris. We saw scenes of this park at the beginning of the year. The two Boy Scouts decide to sit in the shade and have lunch. They can see a great distance from where they are, and one boy sees his house on the other side of the Seine where the Eiffel Tower is located. He points out his neighborhood on a map. Let's call the two boys Georges and André. Now we will work on the pronunciation and the meaning of the dialogue which will be presented in the next film."

The following is taken from Film 89, Page 149, *Teacher's Guide*, Revised, Lessons 61-92, Modern Language Project, 1964.

"Dans le Bois de Boulogne"

Ecoutez:
Georges: Il est midi et demi.
IT'S 12:30.

Répétez: Il est midi et demi. ...

Ecoutez:
André: Il y a déjà deux heures que nous marchons.
WE'VE ALREADY BEEN WALKING FOR TWO HOURS.

Répétez: Il y a déjà deux heures que nous marchons. ...
que nous marchons. ...
deux heures que nous marchons. ...
déjà deux heures que nous marchons. ...
Il y a déjà deux heures que nous marchons. ...

Ecoutez:
Georges: On peut déjeuner si tu veux.
WE CAN HAVE LUNCH IF YOU WANT.

Répétez: On peut déjeuner si tu veux. . . . (Use "backward buildup.")

Ecoutez:
André: Oui, mettons-nous à l'ombre.
YES. LET'S GET IN THE SHADE.

Répétez: Oui, mettons-nous à l'ombre. . . .

Ecoutez:
Georges: Quel beau temps!
WHAT BEAUTIFUL WEATHER!

Répétez: Quel beau temps! . . .

Ecoutez:
André: Oui, j'ai chaud!
YES. I'M HOT!

Répétez: Oui, j'ai chaud! . . .

Ecoutez:
Georges: On peut voir très loin aujourd'hui.
YOU CAN SEE VERY FAR TODAY.

Répétez: On peut voir très loin aujourd'hui. . . .

Ecoutez:
André: Dis donc, je peux voir ma maison d'ici!
SAY! I CAN SEE MY HOUSE FROM HERE!

Répétez: Dis donc, je peux voir ma maison d'ici! . . .

Ecoutez:
Georges: Où habites-tu?
WHERE DO YOU LIVE?

Répétez: Où habites-tu? . . .

Ecoutez: (pointing)
André: J'habite là-bas, de l'autre côté de la Seine.
I LIVE OVER THERE -- ON THE OTHER SIDE OF THE SEINE.

Répétez: J'habite là-bas, de l'autre côté de la Seine. . . .

Ecoutez:
Georges: Où ça?
WHERE'S THAT?

Répétez: Où ça? ...

Ecoutez: (Georges starts to open knapsack as André spreads out map of Paris.)
André: Regarde sur la carte ... Tu vois?
LOOK ON THE MAP ... YOU SEE?
Là-bas, de l'autre côté de la Seine.
OVER THERE, ON THE OTHER SIDE OF THE SEINE.

Répétez: Regarde sur la carte ... Tu vois? ...
Là-bas, de l'autre côté de la Seine. ...

Ecoutez:
Georges: Ah oui, je vois.
OH YES. I SEE.

Répétez: Ah oui, je vois. ...

Ecoutez:
André: On mange maintenant?
SHALL WE EAT NOW?

Répétez: On mange maintenant? ...

Ecoutez:
Georges: Oui, d'accord.
YES, ALL RIGHT.

Répétez: Oui, d'accord. ...

Teacher: "I know that you will enjoy this dialogue which will be presented in the next film. You will also like the drills which are on geography. After you have viewed the first film of this group of lessons, we will begin to learn a short version of the dialogue. And if you learn it well and memorize it, we may read it in a few weeks."

After the pupils have viewed Film 89, the teacher should begin to drill the base dialogue on Page 146 of the Teacher's Guide as well as one of the drills from this Basic Content Section. This base dialogue should be drilled very thoroughly so that the children can memorize it; the teacher may wish to introduce reading of this dialogue while working with BC 12.

The following structures from the dialogue should be personalized:

Quelle heure est-il? (dans le dialogue)
Il est midi et demi. (Review time.)
Quel temps fait-il? (dans le dialogue)
Il fait beau.
Où habite André? (André où habite-t-il?)
Il habite de l'autre côté de la Seine.
Où habites-tu?
J'habite Cheverly/Hyattsville/Carrollton/Suitland, etc.
(Prompt pupils to state where they really live.)
Où habites-tu?
J'habite près de Washington (là-bas).
Est-ce que tu as faim?
Oui, j'ai faim.
On mange maintenant?
Oui, d'accord.
Est-ce que tu as soif?
Oui, j'ai soif.
Qu'est-ce que tu veux boire?
Je voudrais . . .
Etc.

Drill 1: As suggested in the introductory paragraph of this Basic Content Section, the teaching of these aspects of French geography can be made very effective if the teacher uses a large map of France. Some of the vocabulary items of this drill may require a brief explanation in English if the pupils do not fully understand. These structures require modeling by the teacher, repetition by the pupils, and personalization of the material, outlined briefly as follows:

Teacher	Pupil(s)
Regardez la carte et écoutez! C'est la carte de France. C'est la carte de France. Répétez!	
	C'est la carte de France.
Qu'est-ce que c'est?	
	C'est la carte de France.
Voilà un fleuve (pointing). Un fleuve. Voilà un fleuve. Répétez.	
	Voilà un fleuve.

Etc.

Review numbers 40 - 70, in and out of sequence, using flashcards.

Drill 2: Continue to drill the structures on geography, first by modeling them and calling for repetition, and then asking questions of the class and of individuals.

Drill 3: Begin by asking the pupils where they really live and prompt the answers, if necessary; then tell them that you will point to cities on the map of France and they should pretend that they are French and that they live in the city indicated.

Songs: Omit *A la claire fontaine*. Introduce *Y a une pie* one stanza at a time, using appropriate pictures. Do not forget to explain the meaning of the song in English. (See *Teaching a Song* in Part I of this *Guide*.)

Optional Reading Readiness

1. Review reading of:

   Quel temps fait-il? (Basic Contents 5 and 10)

   Il fait beau/froid/chaud/mauvais.
   Il pleut. Il neige.

2. Review reading of Basic Content 9:

   Est-ce que tu as faim? Etc.
   Est-ce que tu as soif? Etc.

3. Où habites-tu?

   J'habite près de Washington.

   J'habite ... (Cheverly, Laurel, Beltsville, etc.)

NOTE: The TEST EXERCISE (Review of Basic Contents 5 - 11) on the next two pages may be used to evaluate teaching and learning.

TEST EXERCISE 5-B
Grade 5, BC 5 - BC 11
Listening Comprehension

Directions: Explain briefly in English. Distribute answer sheets and give directions. Item 1 is an example. Write A B C on the board and circle B after the pupils have done the first item. Give each item twice in French. Pupils should not circle the letter until each item has been read twice.

1. Quel temps fait-il? (sample)
   A Il a faim.
   B Il fait froid.
   C Il joue au football.

2. En quel mois sommes-nous?
   A Il neige en décembre.
   B Il fait beau.
   C Nous sommes en mars.

3. Qu'est-ce que tu fais aujourd'hui?
   A J'écoute la radio.
   B J'ai écouté la radio.
   C J'ai joué au basket.

4. Qu'est-ce que tu as fait hier?
   A J'écoute des disques.
   B J'ai regardé la télévision.
   C Je regarde la télévision.

5. Voilà ton petit déjeuner.
   A Merci, je n'ai pas faim.
   B On va déjeuner dans l'avion.
   C Voilà le garçon.

6. Qu'est-ce qu'il y a?
   A Au revoir.
   B Nous sommes en janvier.
   C J'ai mal à la tête.

7. Tu veux manger quelque chose?
   A Oui, allons au cinéma.
   B Oui, j'ai faim.
   C Oui, j'ai soif.

8. Où habites-tu?
   A Je vais à Washington.
   B J'habite Paris.
   C J'habite près de Washington.

9. Où est Paris?
   A Paris est sur la Seine.
   B Paris est sur le Rhône.
   C Paris est sur la Méditerranée.

10. Est-ce que Washington est près de Paris?
    A Non, Paris est au nord.
    B Non, j'habite Washington.
    C Non, Washington n'est pas près de Paris.

11. Qu'est-ce que tu veux?
    A Je vais à la porte.
    B Je voudrais du chocolat.
    C J'ai une soeur.

TEST EXERCISE 5-B ANSWER SHEET

Name: ______________________________ ________
First Last Room

Instructions: You will hear a question or statement in French followed by three possible answers. After you have heard them the second time, circle the letter of the answer which best answers the question. The number of each question and the three letters (A B C) for the answers will be read in French. The first one is for practice.

1. A B C (sample)
2. A B C
3. A B C
4. A B C
5. A B C
6. A B C
7. A B C
8. A B C
9. A B C
10. A B C
11. A B C

When you have finished, turn your paper face down on your desk. The questions and answers will not be given again.

BASIC CONTENT 12 (For follow-up of Lesson 92)

Film 92 presents a quiz program in the form of a game in order to review some of the material which was previously introduced. The teacher may wish to present a similar quiz program (text of Film 92 is on Page 158 of the Teacher's Guide) or simply review the most important structures of Basic Contents 7, 8, 9, 10, and 11.

Optional Reading Readiness

1. Review reading readiness of material previously introduced.

2. Present reading of Basic Content Dialogue 11 after pupils have mastered the oral forms:

1. Il est midi et demi.
2. On peut déjeuner si tu veux.

3. Quel beau temps!
4. Oui, j'ai chaud.

5. Dis donc, je peux voir ma maison d'ici!
6. Où habites-tu?

7. J'habite là-bas, de l'autre côté de la Seine.
8. Ah, oui, je vois!

9. On mange maintenant?
10. Oui, d'accord.

NOTE: The remaining lessons of Grade 5 (Basic Contents 13 - 17 and the texts of Films 93 - 105 & 122) will be found in Part II of the Teacher's Guide, Revised, Lessons 93-122, Modern Language Project, 1964. The French teacher should remind the classroom teachers that they will need Part II of the Grade 5 Guide as well as the television schedule. Since the beginning of the year there may have been some changes in teacher assignments. The French teacher should therefore check to see that all teachers have the necessary materials.

BASIC CONTENT 13 (For follow-up of Lessons 93, 93 Repeat, 94, and 95)

Pictures: 15, 17, 18, 66, 68, 70, 84, 90, 94, 95, 123, 197

In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 93 as outlined below.

Teacher: "In our new dialogue, which will be introduced in the next film, a boy and his uncle, the captain, are going to take a barge trip on the Seine River. The captain asks if everything is ready because they must leave immediately; otherwise, they will be late. The boy asks if they are going far, and the captain tells him that they are going eighty kilometers. One kilometer is about 5/8 of a mile; so eighty kilometers is about fifty miles. They will arrive at their destination the next day before lunch. Now let's work on the pronunciation and meaning of the lines in the dialogue."

The following is taken from Film 93, Page 9, Teacher's Guide, Revised, Lessons 93-122, Modern Language Project, 1964.

"Un Voyage sur la Seine"

Ecoutez: (Deck of a Seine barge. Captain comes aboard.)
Le capitaine: Nous sommes prêts?
ARE WE READY?

Répétez: Nous sommes prêts? ...

Le garçon: Oui, je crois.
YES, I BELIEVE SO.

Répétez: Oui, je crois. ...

Le capitaine: Bien, en route.
WELL, LET'S GET GOING.

Répétez: Bien, en route. ...

Le garçon: Il faut partir tout de suite?
DO WE HAVE TO LEAVE RIGHT AWAY?

Répétez: Il faut partir tout de suite? ...

Le capitaine: Oui, autrement nous allons/être en retard. (very difficult)
YES, OTHERWISE WE'RE GOING TO BE LATE.

Répétez: Oui, autrement nous allons être en retard. ...
retard. ...
en retard. ...
être en retard. ...
nous allons être
nous allons être en retard. ...
autrement
autrement nous allons être en retard. ...
Oui, autrement nous allons être en retard. ...

Le garçon: On va loin aujourd'hui?
ARE WE GOING FAR TODAY?

Répétez: On va loin aujourd'hui? ...

Le capitaine: Nous allons/à quatre-vingts kilomètres d'ici.
WE'RE GOING EIGHTY KILOMETERS FROM HERE.

Répétez: Nous allons à quatre-vingts kilomètres d'ici. ...

Le garçon: Quand est-ce qu'on arrive?
WHEN DO WE ARRIVE?

Répétez: Quand est-ce qu'on arrive? ...

Le capitaine: Demain matin avant le déjeuner.
TOMORROW MORNING BEFORE LUNCH.

Répétez: Demain matin avant le déjeuner. ...

Le garçon: Quel beau temps!
WHAT BEAUTIFUL WEATHER!

Répétez: Quel beau temps! ...

Le capitaine: Oui ... Allons, dépêchons-nous.
YES ... COME ON NOW, HURRY UP.

Répétez: Oui ... Allons, dépêchons-nous. ...

Teacher: "After you view the first film of this group of lessons and practice the new dialogue with the captain and the boy, you will later practice the same dialogue with the captain and his wife. Pay close attention to the films and the scenes filmed on the Seine River. In one of the films there are also two little scenes for listening only. Try to see how much you can understand."

The teacher should personalize the dialogue as it is being drilled and aid the pupils in using the important structures.

After the pupils have viewed Film 93, the teacher should begin to drill the base dialogue on Page 6 of the Teacher's Guide, selecting portions of the drills to present each day. The workbook, Let's Color in French will be useful in teaching and drilling the colors which are presented in one of the drills.

Continue the song, Y a une pie.

Optional Reading Readiness

1. Tu as faim, n'est-ce pas?
   Oui, j'ai faim.

   Prends un sandwich.
   une pomme.
   du chocolat.
   de la glace.

2. Tu as soif, n'est-ce pas?
   Oui, j'ai très soif.

   Prends du Coca Cola.
   du lait.
   de la limonade.
   de l'eau.

3. Tu as chaud, n'est-ce pas?
   Oui, j'ai chaud.
   Non, je n'ai pas chaud.

4. Tu as froid, n'est-ce pas?
   Oui, j'ai froid.
   Non, je n'ai pas froid.

NOTE: The teacher may wish to reproduce some of the recommended reading material in this Guide. In this manner the teacher can continue to provide review, and the children will have something in their hands which they can later take home. If some of the reading material is reproduced on ditto, it is recommended that it be typed legibly and checked thoroughly for accuracy before it is run off.

BASIC CONTENT 14 (For follow-up of Lessons 96, 96 Repeat, 97, and 98)

Pictures: 19-21, 24, 25, 58, 59, 196

The teacher will notice that the dialogues of the three films in this triad vary considerably in an attempt to use different vocabulary words. The teacher may also wish to review some of the vocabulary which is introduced in the film versions of the dialogues, personalizing the material with the pupils.

In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 96 as outlined below.

Teacher: "In our next dialogue, Jacques has just entered the grocery store. The proprietress appears and asks if he has been waiting long, how things are at home, and what his mother would like today. He tells her he has not been waiting long, everything is fine at home, and that his mother would like milk, butter, and cheese. This costs five francs, twenty centimes, which Jacques pays. He adds that his mother also wants some candy -- for him. Let's work on this dialogue now." (Explain centimes.)

The following is taken from Film 96, Page 24, Teacher's Guide, Revised, Lessons 93-122, Modern Language Project, 1964. Using appropriate pictures and props, present the film version of the new dialogue.

"A l'Épicerie"

Ecoutez: (Jacques is waiting when the proprietress comes out.)
La propriétaire: Oh, pardon! Il y a longtemps que tu attends?
OH, EXCUSE ME! HAVE YOU BEEN WAITING A LONG TIME?

Continue to model each line, have it repeated several times, and use "backward buildup" when necessary.

Répétez: Oh, pardon! ... Il y a longtemps que tu attends? ...

Jacques: Non, je viens d'arriver.
NO, I'VE JUST ARRIVED.

Répétez: Non, je viens d'arriver. ...

La propriétaire: Alors, Jacques, comment ça va chez toi?
WELL, JACQUES, HOW ARE THINGS AT HOME?

Répétez: Alors, Jacques, comment ça va chez toi? ...

Jacques: Très bien, merci.
VERY WELL, THANK YOU.

Répétez: Très bien, merci. ...

La propriétaire: Bon. Qu'est-ce qu'elle veut/aujourd'hui, ta maman?
GOOD. WHAT DOES YOUR MOTHER WANT TODAY?

Répétez: Bon. Qu'est-ce qu'elle veut aujourd'hui, ta maman? ...

Jacques: Elle voudrait du lait, du beurre et du fromage.
SHE WOULD LIKE SOME MILK, BUTTER, AND CHEESE.

Répétez: Elle voudrait du lait, du beurre et du fromage. ...

La propriétaire: Voilà. Ça fait cinq francs vingt.
THERE YOU ARE. THAT'S FIVE FRANCS, TWENTY.

Répétez: Voilà. Ça fait cinq francs vingt. ...

(Jacques pays and turns around to leave.)

Jacques: Ah, maman veut/aussi des bonbons.
OH, MOTHER ALSO WANTS SOME CANDY.

Répétez: Ah, maman veut aussi des bonbons. ...

La propriétaire: Ta mère veut des bonbons?
YOUR MOTHER WANTS SOME CANDY?

Répétez: Ta mère veut des bonbons? ...

Jacques: Oui, elle veut des bonbons pour moi.
YES, SHE WANTS SOME CANDY FOR ME.

Répétez: Oui, elle veut des bonbons pour moi. ...

After the pupils have viewed Film 96, begin to drill the base dialogue on Page 21 of the Teacher's Guide. This dialogue may be read from flashcards

or from the chart tablet after the pupils have thoroughly mastered the oral forms.

Drill 1: Teach the remaining months of the year. Use pictures to teach the seasons.

Drill 2: Review the days of the week, and use three days to introduce the verb drill. Example:

mercredi	jeudi	vendredi
HIER	AUJOURD'HUI	DEMAIN

Qu'est-ce que tu fais aujourd'hui?
Aujourd'hui, je fais la vaisselle.
Qu'est-ce que tu as fait hier?
Hier, j'ai fait la vaisselle.
Qu'est-ce que tu vas faire demain?
Demain, je vais faire la vaisselle.

Etc.

The above drill is done orally, but the teacher may wish to write the days of the week on the board in order to clarify the meaning of hier, aujourd'hui, and demain.

Drill 3: Use flashcards in order to drill the pattern.

The new song, Au clair de la lune, appears in Film 97.

Optional Reading Readiness

1. Review reading of the days of the week and the months of the year.
2. Introduce reading of Basic Content Dialogue 14 after pupils have mastered the oral forms:

La propriétaire: Alors, Jacques, comment ça va chez toi?
Jacques: Très bien, merci.

La propriétaire: Bon. Qu'est-ce qu'elle veut aujourd'hui, ta maman?
Jacques: Elle voudrait du lait, du beurre et du fromage.

La propriétaire: Voilà.
Jacques: Merci, madame.

BASIC CONTENT 15 (For follow-up of Lessons 99, 99 Repeat, 100, and 101)

Pictures: 12, 22, 24, 72, 75, 80, 158-160, 169-174, 190, 199, 200

The base dialogue of the new triad is relatively easy, but the drills and the television lessons are difficult. In the lesson which precedes the television presentation of the new dialogue, present the film version of the dialogue in Lesson 99 as outlined below.

Teacher: "In our next dialogue, some boys are trying to decide what game to play. The coach flips a coin: heads, they play football; tails, they play basketball. It's heads. Two boys chosen as captains select players for their teams, and they begin. We'll work on this dialogue now, but in one of the films you will see some girls deciding whether to play hockey or basketball, and they use a nonsense rhyme to decide."

The following is taken from Film 99, Page 38, Teacher's Guide, Revised, Lessons 93-122, Modern Language Project, 1964. Using appropriate pictures and props, introduce the film version of the new dialogue.

"Pile ou Face?"

Ecoutez:	
Jacques:	A quoi allons-nous jouer? WHAT ARE WE GOING TO PLAY?
Répétez:	A quoi allons-nous jouer? ...
Antoine:	Si on jouait au football? WHAT DO YOU SAY WE PLAY FOOTBALL?
Répétez:	Si on jouait au football? ...
Richard:	Ah non! Je veux jouer au basket. OH NO! I WANT TO PLAY BASKETBALL.
Répétez:	Ah non! Je veux jouer au basket. ...
L'entraîneur:	(taking a coin from his pocket) Bon, pile ou face? WELL, HEADS OR TAILS? (Literally: TAILS or HEADS)

Répétez: Bon, pile ou face? ...

Jacques: Pile ... basket. Face ... football.
TAILS ... BASKETBALL. HEADS ... FOOTBALL.

Répétez: Pile ... basket. Face ... football. ...

(Coach tosses coin.)

Antoine: Face! On joue au football!
HEADS! WE PLAY FOOTBALL!

Répétez: Face! On joue au football! ...

L'entraîneur: Qui veut/être capitaine?
WHO WANTS TO BE CAPTAIN?

Répétez: Qui veut être capitaine? ...

L'entraîneur: Richard, Antoine, vous êtes capitaines.
RICHARD, ANTOINE, YOU'RE THE CAPTAINS.

Répétez: Richard, Antoine, vous êtes capitaines. ...

Richard: Qui veut/être dans mon équipe?
WHO WANTS TO BE ON MY TEAM?

Répétez: Qui veut être dans mon equipe? ...

Antoine: Qui veut/être dans mon équipe?
WHO WANTS TO BE ON MY TEAM?

Répétez: Qui veut être dans mon équipe? ...

Jacques: (to Antoine): Moi, Antoine.
I DO, ANTOINE.

Répétez: Moi, Antoine. ...

L'entraîneur: Bon. Vous êtes prêts? Commençons.
GOOD. YOU'RE READY? LET'S START.

Répétez: Bon. ... Vous êtes prêts? ... Commençons. ...

Antoine/Richard: (after picking their teams): Viens.
COME ON.

Répétez: Viens. ...

After the pupils have viewed Film 99, the teacher should begin to drill the base dialogue on Page 35, _Teacher's Guide_, Revised, Lessons 93-122. The teacher may wish to recite and demonstrate the nonsense rhyme which appears on Page 45, Film 100, but it need not be taught.

Drill 1: The drills of Basic Content 15, Pages 35-37, are rather difficult. This first drill contrasts the use of _tu_ and _vous_, as well as different verb forms, and the use of the negative _ne_ ... _pas_. Care needs to be taken in presenting these drills, and they should not be prolonged or the pupils will be bored.

Drill 2: It is recommended that the feminine forms be presented before the masculine forms.

Songs: Continue singing _Au claire de la lune_, and introduce _Sur la route de Louviers_ after pupils have viewed Film 101.

Optional Reading Readiness

Review the French alphabet, spelling, and reading of structures and vocabulary previously introduced, or present some of the recommended reading material which may not yet have been presented.

BASIC CONTENT 16 (For follow-up of Lesson 102)

This film lesson, in the form of a quiz program, presents review material, particularly from Basic Contents 13, 14, and 15. The teacher may wish to present a similar quiz program based upon the text of the film which is on Page 50 of the Teacher's Guide, Revised, Lessons 93-122. On the other hand, time might better be spent on reviewing the most important structures from Basic Contents 13, 14, and 15 and in reading some of the recommended material which has already been introduced.

Optional Reading Readiness

Continue to review the letters of the French alphabet, spelling of simple words after pupils have read them aloud from flashcards or from the chart tablet, and reading (both group and individual) of material previously introduced.

BASIC CONTENT 17 (For follow-up of Lessons 103, 103 Repeat, 104, and 105)

Pictures: 23, 80, 175-182

This is the last Basic Content Section of Grade 5, as the remaining material in Part II of the Teacher's Guide, with the exception of film lesson 122, which is a finale to the Year II course, is not used.

In the lesson which precedes the viewing of Film 103, present the dialogue of Film 103 as outlined below.

Teacher: "Our last dialogue of the year will be presented in the next film. The dialogue in the first film of this group of lessons is the one which we will learn, so today, let's begin to work on this dialogue so that you will understand it when you view the next film. Suzanne and her brother, Jacques are in a garden where Jacques is playing with a soccer ball. Even after Suzanne warns Jacques to be careful, and that he is going to break something, he continues to play with the ball which lands in the flowers and knocks over a vase. She tells him to leave the garden. He says he will play on the sidewalk."

The following is taken from Film 103, Page 55, Teacher's Guide, Revised, Lessons 93-122, Modern Language Project, 1964. Using appropriate pictures and props, present the new dialogue, first modeling each line a few times, and then calling for group repetition.

"Dans le Jardin"

Ecoutez: (Suzanne is watering the flowers. Jacques is playing with a ball.)
Suzanne: Hé, fais/attention à ton ballon!
HEY, WATCH YOUR BALL!

Répétez: Hé, fais attention à ton ballon! ...

Jacques: Oui, ça va, je fais/attention.
YES, ALL RIGHT. I'M BEING CAREFUL.

Répétez: Oui, ça va, je fais attention. ...

(Jacques accidentally tosses the ball into the middle of the flower bed.)

Suzanne: Jacques, tu as lancé ton ballon dans les fleurs.
JACQUES, YOU'VE THROWN YOUR BALL IN THE FLOWERS.

Répétez: Jacques, tu as lancé ton ballon dans les fleurs. ...
dans les fleurs. ...
ton ballon dans les fleurs. ...
tu as lancé ton ballon dans les fleurs. ...
Jacques, tu as lancé ton ballon dans les fleurs. ...

Jacques: Attends, je vais le chercher.
WAIT, I'M GOING TO GET IT.

Répétez: Attends, je vais le chercher. ...

(Jacques gets the ball.)

Suzanne: Jacques, tu vas casser quelque chose.
JACQUES, YOU'RE GOING TO BREAK SOMETHING.

Répétez: Jacques, tu vas casser quelque chose. ...

(Jacques knocks over a vase.)

Jacques: Oh, pardon. Excuse-moi.
OH, SORRY. EXCUSE ME.

Répétez: Oh, pardon. ... Excuse-moi. ...

Suzanne: Qu'est-ce que j~~e~~ t'ai dit! Va dehors avec ton ballon!
WHAT DID I TELL YOU! GO OUTSIDE WITH YOUR BALL!

Répétez: Qu'est-ce que je t'ai dit! ...
Va dehors avec ton ballon! ...

Jacques: Bon, bon. Je vais jouer sur le trottoir.
ALL RIGHT, ALL RIGHT. I'M GOING TO PLAY ON THE SIDEWALK.

Répétez: Bon, bon. Je vais jouer sur le trottoir. ...

Teacher: "In the first film you will see Jacques and Suzanne in the garden and you will practice the dialogue with them. In the second film of this group of lessons, you will see Philippe and his mother in her flower shop, and you will practice a similar dialogue. In the third film a dialogue about the ball going into the flowers will be presented by the young actors. You will also see a boy ordering a meal in a restaurant. Try to understand what is going on and repeat as much as you can."

In the follow-up lesson after the pupils have viewed Film 103, begin to drill the dialogue on Page 52 of the Teacher's Guide, working on one of the drills, and continuing to review in each follow-up lesson.

Continue to sing the song, Sur la route de Louviers.

Drill 1: Modify this drill (Pages 52-53) by omitting the command, Mets-le/la à côté de la carte ..., etc., spending the time on vocabulary, adjectives of nationality, and colors.

Drill 2: Review reading of the days of the week, and then spend a little time on the verb drills, pretending that it is winter and that it is snowing, has snowed, or is going to snow. At this late date in the year, it is not advisable to spend considerable time on this drill; rather, the time might be used more efficiently on review of the basic structures of Grade 5 and on the recommended reading material.

Optional Reading Readiness

Continue to review the letters of the French alphabet, spelling of simple words, and reading of the material recommended in this Guide.

Film 122

This lesson is the finale of the Year II course. It really requires no follow-up. Encourage pupils to try to understand the short scenes of the film, and spend what time remains on reviewing the important structures, letters of the French alphabet, numbers, and reading of material which has been previously introduced. Try to end the year with an activity (perhaps an assembly program) which will help to increase pupils' desire to learn both the French language and something about French culture and to look forward to the study of French in the future.

PART IV

FRENCH IN GRADE 6

On apprend à écrire en écrivant.

The third year of the Elementary School French Program provides for the continuation of the skills of listening and speaking and introduces reading of basic material which has been previously mastered orally. Some of this material was introduced and drilled orally in Grades 4 or 5; some is new for Grade 6. Writing is limited to copying material which has been read several times.

Each child in Grade 6 receives a workbook entitled MON CAHIER DE FRANÇAIS (hereafter referred to as the Workbook). Some of the exercises in the Workbook need only to be reviewed orally before they are read (greetings, days of the week, months of the year, numbers, etc.); other exercises are new (accents, verbs, sound-identification exercises, etc.) and require a well planned introduction and drilling of the oral forms before the graphic forms are presented.

Television is not used in the third year of the Elementary School French Program. The classes in Grade 6 are thirty minutes in length and are based entirely upon the material contained in the Workbook. In October the principal, based upon the recommendations of the Grade 6 classroom teacher and the French teacher, may, after consultation with parents, remove some pupils from the French Program. Such pupils are those who might better profit from additional small group instruction provided by the classroom teacher while the French teacher works with the majority of the pupils in the classroom. Guidelines for removing pupils from Grade 6 French are contained in a separate memo sent to the schools each fall.

While French is offered to most pupils in Grade 6, some may not wish or be permitted to enroll in foreign language in Grade 7. Grade 6 pupils who obtain a score of 50th percentile or higher in reading comprehension in English on the Iowa Test of Basic Skills administered either in Grades 4 or 5 and who are recommended by the principal after consultation with the classroom teacher and with the French teacher, may elect to continue French in Grade 7 or to begin Spanish. Thus, the FLES teacher must bear in mind that French in Grades 4, 5, and 6 is only the beginning of a possible nine year sequence in which the primary goals are the achievement, within a limited framework, of the skills of listening comprehension and speaking, and with the introduction of reading and some writing in Grade 6. There is little time for writing in class or for detailed explanations of grammar. The FLES pupils must be taught to use the language, not to analyze or compare it with English equivalents.

"Continuing French in Grade 7" comprises part of Level I French. The text used is A-LM French: Level One, published by Harcourt, Brace & World. The first seven units, containing dialogues and structure drills, a generalization of the grammatical elements of each unit, complete tape recordings, disc recordings of the dialogues, and dialogue posters, comprise and supplement the course. As A-LM French: Level One is a beginning course (usually divided between Grades 7 and 8 for students in the junior high school), it contains a considerable amount of material previously introduced in Grades 4, 5, and 6. Level II French (former FLES pupils) is offered in Grade 9. Pupils who do not continue French or begin Spanish in

Grade 7 may be considered for beginning French or Spanish in Grade 9.

The approximate amount of class time in Grade 6 to be spent on the four skills of listening comprehension, speaking, reading and writing is as follows:

Approximate Amount of Class Time	Skills and Activities (group and individual response)
50% (15 min.)	Listening comprehension and speaking, including: Warm-up Review Presentation of new material Drilling of new material
40% (12 min.)	Reading, including: Reading of assignment Reading of review material Presentation and reading of new material previously mastered orally
10% (3 min.)	Brief explanation in English of necessary grammatical points Further explanation in English of cultural readings in the Workbook The assignment of homework in English, including examples and explanation Practice writing (perhaps every third or fourth class) of a short exercise: Dictation Completion of exercise reproduced from the Workbook Brief reading test or quiz

From time to time the teacher may wish to reduce the amount of time normally spent on listening comprehension, speaking and reading in order to provide some practice in writing.

It is preferable to reserve the use of English for the end of the class. The remainder of the class should be

> conducted entirely in French, except for an occasional phrase by the teacher in order to clarify meaning. The children should be permitted to ask pertinent questions only during the English speaking period.

The successful teaching of French in Grade 6 is dependent on well planned lessons which include various activities, visual aids, and techniques which increase pupils' motivation and interest. Pictures and other props continue to be necessary in Grade 6. Flashcards and charts are valuable in presenting and drilling the graphic symbols. Each teacher is supplied with chart tablets to be used for the introduction of the more difficult reading exercises. Tagboard and magic markers may be obtained at the schools for the preparation of flashcards and other graphic charts.

Required Material for Grade 6

The pace in which the teacher covers the exercises in the Workbook will depend upon the ability of the majority of the pupils in each Grade 6 class. The teacher should be able to cover all material in the Workbook, particularly since the exercises on the left-hand pages (marked -A) usually supplement the material appearing on the right-hand side. The cultural readings in English should be done at home and discussed briefly in class.

Lost Workbooks

When a child loses a French Workbook, he is to take $. 25 to the school office where he will be given a receipt. The child gives the receipt to the French teacher who issues a new Workbook. Such money is to be placed in the school's administrative fund.

The following pages include suggestions for the initial weeks of school and for teaching each exercise in the Workbook. Please also see SAMPLE LESSON PLANS FOR GRADE 6 (Appendix C), for the first several weeks of French instruction in Grade 6.

Preliminary Class Meetings

See SAMPLE LESSON PLANS FOR GRADE 6 (Appendix C).

1. Obtain class rosters from school office.
2. Prepare Class Rosters and Grading Charts, and assign French names to the new children.
3. Prepare name cards.
4. Discuss goals and objectives for the year.
5. Show and discuss the Workbook and tell the children that it will be issued within the next few weeks after each child has obtained a cover or a binder.
6. Discuss your methodology and the manner in which you will review and introduce new material in the sequence of listening for understanding, speaking, reading and then writing.
7. Tell the children that they will have a short reading and writing assignment two or three times a week, and that their grade for French will appear on the regular report card. Their grade will depend upon the quality of their class work and their reading and writing assignments.

Review material should include the structures which were introduced in Grades 4 and 5. The most important of these are listed on Pages 13-16, Teacher's Guide, Grade 5, Part I, Lessons 61-92. During the first three or four lessons, the teacher may wish to spend approximately fifteen minutes orienting pupils to the Grade 6 French Program and the remainder of the time on review and the introduction of some of the preliminary exercises in the Workbook, using the chart tablet and flashcards.

It is presumed that the teacher will drill all exercises thoroughly before the pupils read them. In some cases (dialogues, verb drills, etc.) the children may not read an exercise until the teacher has drilled it several days in succession. Writing may follow some days after the pupils have had an opportunity to read the material under the guidance of the teacher. In this manner, for example, the teacher may be drilling the oral forms of material on Page 7, teaching and drilling the reading of exercises on Pages 3-5, and beginning to introduce writing of exercises on Page 2. The pupils are thus provided an ample opportunity to master the oral forms before reading is introduced, and to read and review the material several days so that they comprehend and read accurately before they begin to write.

Workbook - Cover Sheet (Map of France)

Review questions and answers on geography introduced in Grade 5, Basic Content 11, Pages 146-148, *Teacher's Guide,* Part I, Lessons 61-92.

Teacher	Pupils
Ecoutez! (Pointing to map of France or showing cover of Workbook)	
Voilà la carte de France.	
Répétez! Voilà la carte de France.	
	Voilà la carte de France.
Encore une fois.	
Voilà la carte de France.	
	Voilà la carte de France.

Teacher	Pupils
Ecoutez!	
Qu'est-ce que c'est?	
C'est la carte de France. C'est la carte de France.	
Répétez!	
	C'est la carte de France.
Encore une fois. Qu'est-ce que c'est? Répondez!	
	C'est la carte de France.
Qu'est-ce que c'est? (Pause) ... Jeannette.	
	Jeannette: C'est la carte de France.
Très bien.	
Qu'est-ce que c'est? (Pause) ... Robert.	
	Robert: C'est la carte de France.
Bien, merci, Robert.	
Tout le monde, qu'est-ce que c'est?	
	C'est la carte de France.

Continue other questions and answers on geography, using group response, then going to individuals (teacher-pupil), having pupils ask and answer questions of one another (pupil-pupil) and then using group response again. Keep the pace rapid and model the structures before pupils are asked to repeat them. Call for various types of repetition in order to reinforce the mastery of the material.

The bottom of the cover sheet may be explained and completed when the Workbooks are distributed. Additional drill on geography may be done at that time, if desired, by referring pupils to the map on Page 27-A.

Workbook - Back of Cover Sheet

The TABLE OF CONTENTS will be helpful for the French teacher and in assigning review material for the pupils.

Workbook - Page 1

The Instructions to the Pupil should be discussed again when the Workbooks are distributed.

Workbook - Page 1-A (and Pages 2-A and 3-A)

These sheets are provided so that the pupils may write their assignments in the Workbook. Towards the end of the class, the teacher should explain the assignment in English, write it on the board, and give an example so that the pupils understand clearly what they are to do.

1.	Th, 10/13	P. 2, A	Practice 3 times; then copy in Workbook.
	(Due on Thursday, October 13)	(Page 2, Exercise A)	(Make it a rule that the children should also read the exercise aloud a certain number of times before copying it.)

The assignments should be short and pupils should not be asked to copy a particular exercise more than three or four times. Have pupils use notebook paper to practice writing a particular exercise before it is written in the Workbook. Some teachers have pupils insert a sheet of notebook paper between the pages of the Workbook; other teachers have pupils put a supply of notebook paper at the end of the Workbook. The practice papers may be collected from time to time.

The Workbooks should be collected every few weeks so that the written work may be checked. Errors should be underlined in red and pupils should correct their own mistakes. If pupils keep their Workbooks in a two- or three-ring binder rather than in a soft cover folder, individual pages may be collected frequently and corrected with facility. The teacher may wish to put a grade (VG, S, NI, or U) at the top of each page.

Pupils who are absent the day that an assignment is made should obtain the assignment from another pupil. Additional reading or explanation may be necessary if a pupil has been absent several days. In some cases children may be able to help one another with reading or writing.

Reading

The oral forms of all exercises in the Workbook need to be drilled thoroughly before the graphic forms are introduced. The introduction of reading requires particular planning, and the reading of each exercise needs to be done often.

While the teacher is drilling material from the Workbook, the pupils should have nothing on their desks except their name cards. It is imperative that the pupils have their Workbooks on their desks only under the direction of the teacher and when a reading lesson is being conducted.

It is necessary to distinguish between reading and word-calling. After the teacher has drilled the oral forms of a particular exercise, the majority of the pupils in the class will undoubtedly have memorized the exercise. In introducing the graphic symbols, it is imperative that the teacher be certain that the children are paying careful attention to the written French, that is, that they are reading with comprehension and developing an understanding of the relationship between the sounds and their common orthographic symbols and combinations of symbols.

A reading lesson might follow the following format:

Let us presume that the teacher has drilled Exercise F on Page 5 and the majority of the pupils have memorized the dialogue. (The only new material appearing in the dialogue is Parles-tu anglais? and Oui, je parle anglais.) We shall presume that the teacher is satisfied that most pupils have mastered the dialogue and understand the oral forms of the structures contained therein.

Teacher

Pupils

Ouvrez vos cahiers à la page 5. Nous allons lire l'exercice F (que nous venons de faire oralement).

Unless the teacher is checking comprehension and ability to read an exercise which has been previously read, she should first review the oral forms and then proceed with the introduction of reading.

A la page 5, l'exercice F. Regardez le dialogue. Lisez après moi:

Le petit garcon: Numéro un. Bonjour. Comment t'appelles-tu?

Bonjour. Comment t'appelles-tu?

La petite fille: Numéro deux. Bonjour. Je m'appelle Suzanne.

Bonjour. Je m'appelle Suzanne.

(Etc.)

Encore une fois. Recommençons! Lisez après moi.

(Etc.)

Bon! Maintenant, les garçons vont faire le rôle du petit garçon, et les petites filles vont faire le rôle de la petite fille. Lisez après moi.

(Etc.)

Très bien. Maintenant, faites attention! Charles, lis la première ligne. Commence!

Charles: Bonjour. Comment t'appelles-tu?

Teacher

Pupils

Très bien, merci, Charles. Marie, continue! Lis la deuxième ligne.

Marie: Bonjour. Je m'appelle Suzanne.

(Etc.)

Have the dialogue read three or four times by calling on individuals to read certain lines. Also have the class read together.

Toute la classe, regardez-moi maintenant! Je vais poser des questions.

(Comprehension Questions)

La petite fille comment s'appelle-t-elle? ... Levez la main.

Elle s'appelle Suzanne.

Quel âge a-t-elle?

Elle a onze ans.

Le petit garçon comment s'appelle-t-il? ... Levez la main.

Je ne sais pas. (Give answer, if necessary.)

Est-ce qu'il parle anglais?

Oui, il parle anglais.

(Etc.)

When the teacher wishes to elicit a response from an individual, she should first pose the question to the entire class, pause a few seconds so that all pupils are attempting to formulate a response, and then ask one pupil to reply.

In subsequent follow-up lessons, the teacher should have the group and individuals read the exercise again. It might be necessary to reintroduce the reading of the exercise as outlined above. When the teacher is satisfied with the quality of reading (pronunciation, intonation, comprehension), the exercise may be assigned to be read and copied at home, first on notebook paper a few times, then in the spaces provided in the Workbook.

Many exercises are best introduced by the use of flashcards or the chart tablet before the pupils read the exercise from the Workbook. This device provides greater control over the introduction of reading: the flashcards may be shuffled so as to deter word-calling, or if the exercise is printed on the chart tablet, the teacher may point to individual words, phrases or sentences. The use of flashcards and chart tablet is particularly recommended for the initial introduction of the more difficult exercises (verb drills) and the beginning exercises in the Workbook. Flashcards are also extremely useful in introducing reading of the letters of the alphabet, letters and accents, numbers, and sound-identification and spelling exercises. A card holder may also be obtained so that the flashcards may be placed in pockets. This gives the teacher complete control of the reading lesson.

Workbook - Page 2 (See SAMPLE LESSON PLANS FOR GRADE 6, Appendix C.)

Exercise A

The pupils have used these greetings since beginning French in Grade 4. Reading of the sentences may be introduced by the use of flashcards or chart tablet. Writing should be deferred until a later date. Use suitable props to reinforce meaning.

Workbook - Page 2 (continued)

Exercise B

Drill the oral forms of the dialogue, using stick figures or prop pictures. There is no new material in the dialogue. When reading is introduced, check to see that pupils are reading and not word-calling. Defer writing of the exercise until the pupils have had an opportunity to read it several days.

Exercise C

The purpose of this dialogue is to review greetings and to contrast the use of tu (Exercise B) and vous. Call this to the children's attention. Use suitable pictures to aid comprehension. The only new structure is: C'est dommage. Give the meaning in English, and use gestures and intonation to reinforce comprehension.

When reading is introduced, pupils will undoubtedly have questions concerning accent marks unless the accent marks (Exercise D) have been previously introduced. Do not have pupils copy the dialogue until it has been read several times. In most instances, writing will follow at least one week after the introduction of reading.

NOTE TO PUPIL: Review with the pupils the manner in which they are to do their reading and writing assignments.

Workbook - Page 3 (Continue to refer to SAMPLE LESSON PLANS FOR GRADE 6, Appendix C.)

Exercise D

The main purpose of this exercise is to satisfy pupils' curiosity about accent marks and to stress the fact that accent marks in French must be learned as part of the spelling. Suggested procedure is to drill the oral forms of the words on which a particular accent mark appears and then to introduce reading of the words by the use of flashcards. The use of accent marks requires a brief explanation in English.

First day: Drill oral forms and use flashcards for introducing the reading of l'accent aigu and l'accent grave on e only:

é contrasted	été	école	bébé		
with è	très	après	frère	père	je me lève

Second day: Review é and è and continue contrast of sounds and spellings.

Third day: Complete l'accent grave.

Fourth day: Drill oral forms and use flashcards for the introduction of reading of l'accent circonflexe:

âge	fenêtre	île	hôtel	sûr

In an exercise of this nature, it is important that the teacher introduce and drill selected portions of the exercise in order that the pupils retain the basic elements. After all accent marks have been introduced, the entire exercise may be used for review and discussion.

As the occasion arises, the French names of punctuation marks may be introduced:

.	le point
,	la virgule

'	apostrophe
:	deux points
;	le point-virgule
?	le point d'interrogation
!	le point d'exclamation
-	le trait d'union

les lettres majuscules

Workbook - Page 4

Exercise E

Teach four letters of the alphabet at a time. Please pay careful attention to the pronunciation of the letters, particularly *e*, *g*, *j*, *u* and *x*. The words simply provide reinforcement of the sounds; it is *not* necessary to spend considerable time on the sample words. The goal of this exercise is to teach accurate pronunciation of the letters of the French alphabet. The *Alphabet Song* may be used for learning the names of the letters.

The use of flashcards permits the teacher to introduce a few letters at a time and to shuffle the cards:

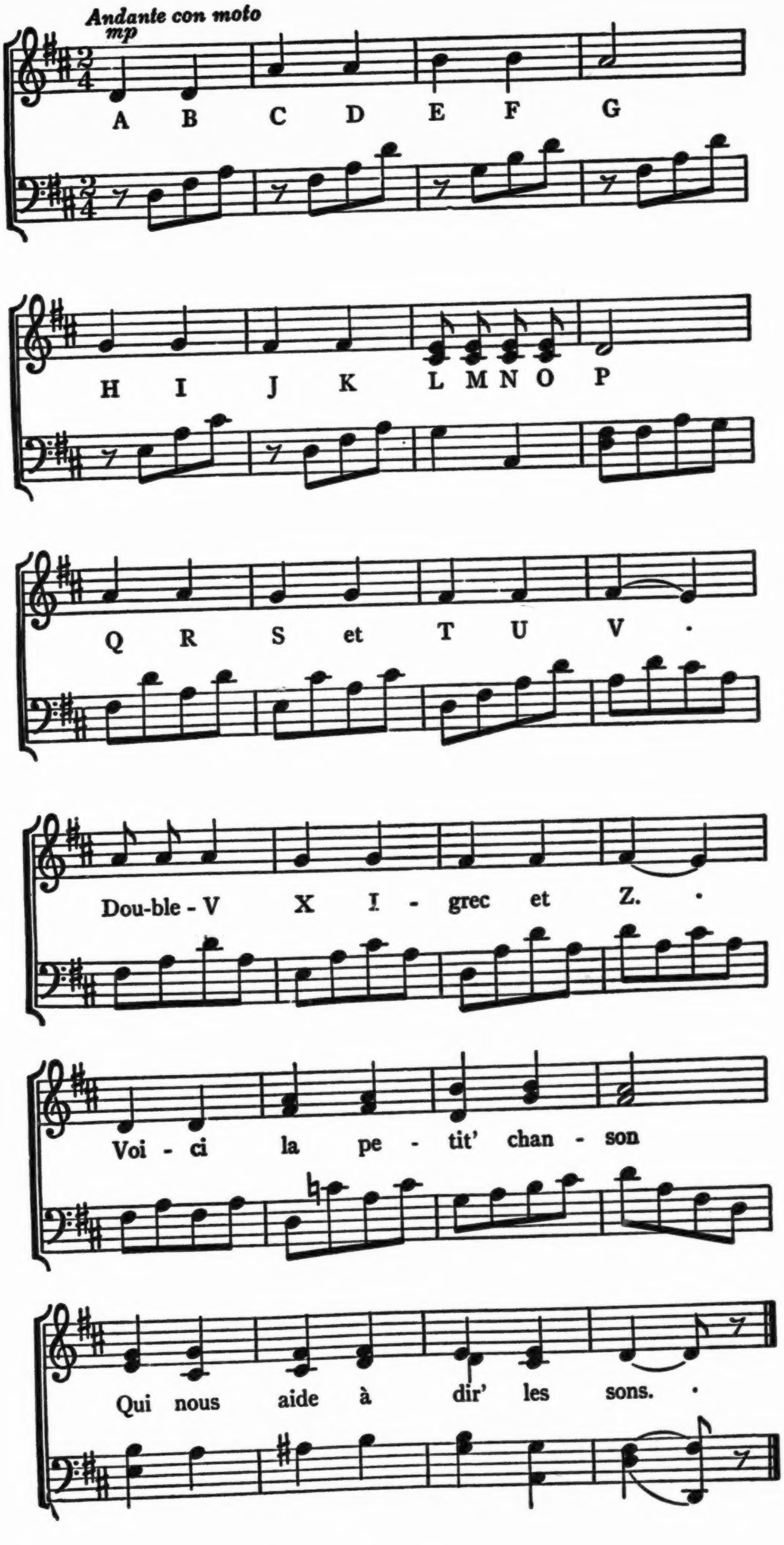
e g u Etc.

After pupils have learned the letters of the alphabet, the accent marks may be reviewed:

é	*e accent aigu*	è	*e accent grave*
à	*a accent grave*	ô	*o accent circonflexe*

Etc.

ALPHABET SONG


Andante con moto
mp
A B C D E F G
H I J K L M N O P
Q R S et T U V.
Dou-ble-V X I-grec et Z.
Voi-ci la pe-tit' chan-son
Qui nous aide à dir' les sons.

Review sections of the exercise each day, having pupils spell the words in French after they are read aloud. Teach spelling in French whenever possible. Have pupils listen to the sounds of the letters. Remind them that the letters of the French alphabet often represent sounds quite different from those of English.

Workbook - Page 4-A

#1 - #4 (Pictures: 13, 14, 46, 47, 78, 79, 158, 159, 160)

Use pictures and teach the short dialogues, contrasting the masculine and feminine (un/une; le/la; il/elle). Use questions and answers to reinforce the use of pronouns:

Teacher	Pupils
Comment s'appelle le petit garçon?	Il s'appelle Roger. (Check pronunciation of Roge~~r~~. Like parle~~r~~)
Est-ce que Roger parle français?	Oui, il parle français.

Etc.

Continue to teach the verb parler, using a repetition drill as well as questions and answers:

Teacher	Pupils
Répétez:	
Roger parle français.	Roger parle français.
Il parle français.	Il parle français.
Suzanne parle français.	Suzanne parle français.

Teacher	Pupils
Je parle français.	Je parle français.
Tu parles français.	Tu parles français.
Le petit garçon parle français.	Le petit garçon parle français.
Est-ce que la petite fille parle français? Répondez!	Oui, elle parle français.
Est-ce que tu parles français? (Parles-tu français?) (Pause) . . . Charles	Oui, madame (mademoiselle), je parle français.
Est-ce que Charles parle français? Tout le monde, répondez!	Oui, madame (mademoiselle), il parle français.
Est-ce que la maman parle français?	Oui, elle parle français.

Etc.

Workbook - Page 4-A

#5

This exercise tests comprehension and contrasts the use of tu and vous. It may be used at a later time as a dictation.

1. Bonjour, Charles. Comment vas-tu?
2. Très bien, merci, monsieur. Et vous?
3. Pas très bien. J'ai mal à la tête.
4. C'est dommage.

If the above exercise is used as a dictation, first have pupils copy it at home a few times. Then give a practice dictation in class; have pupils open their Workbooks and correct their own mistakes. Give dictation again on another day, if desired.

Dictations

The use of short dictations of material which the pupils have had ample opportunity to practice writing is valuable in helping to learn spelling and to associate sounds with their written symbols. Since the primary goals of the Elementary School French Program are the mastery, within a limited framework, of basic French structures and vocabulary, as well as an introduction to reading material previously mastered orally, there is little time for the teaching of the written language in class. Grade 6 pupils find learning to write French the most difficult of the four language skills. There is also the tendency, particularly on the part of adults, to weigh heavily the "correctness" of written work, quite often disproportionately, with the pupil's achievement in listening comprehension, speaking and reading. Nevertheless, some writing in Grade 6 is of value as elementary school children are apt to exert some effort on written homework whereas they may disregard or spend little time on assignments requiring memorization or reading.

From time to time, after pupils have had an opportunity to copy exercises which they have practiced orally, the teacher may wish to give a dictation for practice. Such dictations may be based upon a recent written assignment; they should be short, and the pupils should have an opportunity to correct their own work immediately. The teacher may wish to follow-up the practice dictation by giving a short quiz of the same material the next time the class meets. The teacher can then collect the papers, underline the errors, give a grade, and return the papers to the pupils for correction.

The recommended procedure for giving dictations is as follows:

1. The exercise has been read several times in class and studied at home. Since dictations should be relatively short, it should be possible for most pupils to have memorized the exercise.

2. Pupils should have had ample opportunity to practice writing the exercise.

3. The teacher may wish to give a practice dictation and to have pupils correct their own errors. These papers may then be collected. This gives the teacher an opportunity to determine the difficulties pupils may be having with writing.

4. Instructions must be explicit, both for practice dictations and for those which are to be graded.

Instructions for Dictations

1. Have pupils repeat the exercise or read it aloud before beginning.

2. Have pupils skip a line between each sentence. This makes it easier to grade and for the pupil to correct his own errors.

3. The teacher has the pupils listen as she reads the entire exercise. (The teacher may simply wish to dictate part of the exercise.)

4. The teacher reads the first sentence as the pupils listen. She then repeats the sentence twice, breaking it into phrase groups, paying careful attention to liaison. The entire dictation is given in this manner.

5. The teacher repeats the entire dictation once as the pupils check their papers.

6. The teacher establishes rules and does not permit pupils to ask that parts of the dictation be repeated.

The teacher may wish to give a short written quiz every other week based upon a recent written assignment. Such a practice may result in greater diligence and improved study habits. It is imperative, however, that the teacher explain to pupils how they are to study a foreign language. This is a new skill, and it should not be presumed that pupils will develop good study habits by chance.

Quizzes

In addition to dictations, the teacher may wish to reproduce some of the exercises from the Workbook or to prepare exercises on ditto to be completed in class. Short exercises may be prepared as follows:

Nous parlons français.

Jean ______________________________.

Robert et Charles ______________________________.

Vous ______________________________.

Je ______________________________ anglais.

Tu ______________________________.

Il ______________________________.

Elles ______________________________.

Mademoiselle Dupont ______________________________.

Workbook - Page 5

Exercise F (See Reading.)

Continue to teach forms of parler (present tense) using this exercise and those on Page 4-A as models.

Exercise G

Reserve this song for December.

Workbook - Page 5-A (Pictures: 13, 14, 71, 77, 78, 79, 159)

#1 - #2

Both exercises give practice in replacing a noun with a pronoun. Questions can be formed using a noun; the answer requires the use of a pronoun:

De quelle couleur est le chien?
Il est blanc.

Est-ce que Marie est américaine?
Oui, elle est américaine.

NOTE TO THE TEACHER: In the Workbook, words referring to nationalities are treated as adjectives rather than as nouns:

ADJECTIVES	NOUNS
Je suis américaine. (I am American.)	Je suis Américaine. (I am an American.)
Il est français. (He is French.)	Il est Français. (He is a Frenchman.)

Etc.

While both forms are correct, please use the adjectival form only.

Elle est française. (adjective) But: C'est une Française. (modified noun)

Workbook - Page 6 (Pictures: 13, 14, 46, 47, 71, 77, 78, 79, 158, 159)

Exercise H

Review the structures with Workbooks closed; then introduce reading to check pupils' comprehension of some of the material previously introduced. Make written assignment to be done at home. Explain the assignment in English and have pupils copy the instructions on Page 1-A of the Workbooks.

Workbook - Page 6 (continued)

Exercise I

The purpose of the sound-identification and spelling exercises is to stress the most common spelling of a particular sound as it is used in several words. Two contrasting sounds are usually presented in these exercises. Recommended procedure is as follows:

"Today we are going to work with two sounds - a and an."

Write on board Model the words orally, pointing to either a or an

a	papa	la	madame	à Paris	
an	France	français	grand-père		Etc.

Then use flashcards to introduce the reading of the sounds and the words in which they appear. The teacher may wish to give a sentence or phrase in French in order to recall meaning.

Remind pupils that many final consonants are not pronounced in French. Give examples: tu parle~~s~~, Pari~~s~~, françai~~s~~, an~~s~~, mama~~n~~, anglai~~s~~, etc.

NOTE TO THE TEACHER: Remember that n and m do not always nasalize the preceding vowel: innocent, un bon élève, immobile, année, etc.

Exercise J

Tell the story, using stick figures and prop pictures. Then introduce reading of the monologues using recommended procedure. Pupils should be encouraged to prepare an oral monologue modeled upon those in the exercise.

NOTE: (pas de)
Est-ce que tu as un frère?
Non, je n'ai pas de frère. (singular)
Est-ce que tu as des frères?
Non, je n'ai pas de frères. (plural)

Workbook - Page 6 (continued)

Exercise K

Explain the meaning of the poem in English; then teach the oral forms. A possible difficulty might be the use of neuf for new.

Workbook - Page 6-A (Pictures: 157, 158, 159, 160, 172, 183, 184, 185, 197, 198)

Both exercises on this page prepare pupils for the drills on parler on Page 7. Continue using questions and answers with the forms of parler français, anglais, etc. Explain the meaning of the infinitive and give some examples in French and in English using Exercise #2 as a model.

Workbook - Page 7

Exercise L

This material is new (except the forms of parler already presented in the preliminary exercises) and needs to be drilled very thoroughly before reading is introduced. Recommended procedure is as follows:

Tell the pupils that you are going to continue to teach the uses of the verb parler which means to speak or to talk. Begin with a repetition drill (but not all forms of the conjugation), using first the structures which the pupils already know:

Teacher	Pupils
Parles-tu français? (Pause) . . . Jeannette	Oui, madame (mademoiselle), je parle français.
Est-ce qu'elle parle français? Tout le monde, répondez!	Oui, madame (mademoiselle), elle parle français.

Use stick figures for il/elle and gestures for je, tu, vous.

Workbook - Page 7

Exercise L (continued)

Teacher
Pupils
Repetition Drill

Répétez:
Je parle français. (Give meaning in English, if necessary.)
Je parle français.

Tu parles français. (Indicating one pupil.)
Tu parles français.

Vous parlez français. (Indicating the group.)
Vous parlez français.

Robert parle français. (Indicating Robert or using drawing.)
Robert parle français.

Il parle français. " " " " "
Il parle français.
Etc.

Repeat the procedure, mixing persons and adding vous frequently.

Then test pupils' mastery of the oral forms by using a substitution drill.

Tell the pupils that you will now give them the subject and that they are to complete the sentence:

Teacher
Pupils
Substitution Drill

Tout le monde, répétez après moi:
Vous parlez français.
Vous parlez français.
Vous parlez français. (Teacher's confirmation of correct response.)

Je . . .
Je parle français.
Je parle français. (Teacher's confirmation of correct response.)

Charles . . .
Charles parle français.
Charles parle français.

Teacher

Pupils

Il (holding up one finger for "singular.")
Il parle français.
Il parle français.

Continue with: Marie/elle; Tu; Vous; Je; Robert/il, etc.

Then test individuals with the same substitution drill.

Finally, personalize the structures just taught:

Est-ce que Robert parle français? ... Yvette
Oui, madame (mademoiselle), il parle français.

Est-ce que je parle français? ... Roger
Oui, madame (mademoiselle), vous parlez français.

Etc.

In subsequent lessons, review the forms previously taught and add:

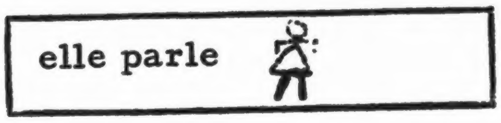
Robert et Charles/ils

Suzanne et Marie/elles

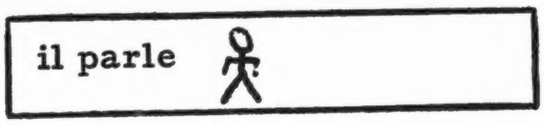
Nous

Further oral drilling and the introduction of reading may be done with the use of flashcards and stick figures or pictures glued on the cards:

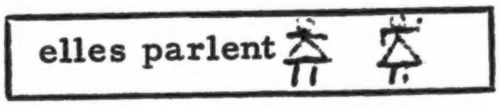
Front:



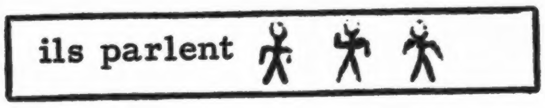
Front:



Back:



Back:



Continue to mix the persons when drilling orally. When reading of the exercise is introduced, the teacher should discuss the written forms. The complete conjugation may be read from the chart tablet, or the teacher may wish to defer discussion of conjugation until the class arrives at Exercise S.

Continue to drill parler, adding: anglais, italien, espagnol, etc.

Les Anglais parlent/anglais.

Les Américains parlent/anglais.

Les Italiens parlent/italien.

Etc.

NOTE: When it is preferable not to make liaison, a diagonal mark (/) so indicates.

Workbook - Page 7 (continued)

Exercise M

Discuss in English at an appropriate time, contrasting the use of tu and vous, and assign the exercise for homework.

Workbook - Page 7-A (Pictures: 68, 96, 167)

The pictures on this page introduce the singular definite articles (le, la, l'). These words can be drilled by using questions and answers:

Teacher	Pupils
Où est le crayon?	Le crayon est sur le pupitre.
De quelle couleur est le drapeau américain?	Le drapeau américain est rouge, blanc et bleu.

Check pupils' pronunciation of le and la (dental l's and clear vowels).

Workbook - Page 8

Exercise N

The purpose of this exercise is to contrast the use of tu and vous (Comment vas-tu? and Comment allez-vous?) and to introduce the use of ne...pas. Present the dialogue in the same manner as was used for Exercises B, C and F. Model each sentence, giving the meaning once or twice in English.

Workbook - Page 8 (continued)

Exercise O

Read and discuss after the oral forms of Exercises N and O have been mastered.

Workbook - Page 8-A (Pictures: 186, 187)

#1

When drilling the oral forms, remind pupils that "Qu'est-ce qu'il y a?" means "What is the matter?" Give the English equivalent when introducing answers a through e. Use pictures and gestures to reinforce meaning and to cue the desired response.

Teacher	Pupil
Qu'est-ce qu'il y a, Jean? (holding throat)	J''ai mal à la gorge, madame (mademoiselle).
C'est dommage.	

#2

The pictures contrast the singular-plural forms of the definite articles used with nouns beginning with a consonant. These and other similar nouns may be drilled by using questions and answers:

Teacher	Pupils
Où est le livre?	Le livre est sur le pupitre.
Où sont les livres?	Les livres sont sur le pupitre.
Où est la chaise?	Voilà la chaise.

Etc.

Workbook - Page 9

Exercise P

See suggested procedure for introducing Exercise I. Prepare flashcards for the words containing the sounds i and in.

Exercise Q

At this point the pupils should already understand most of the oral forms of these commands. Unless the pupils ask, say nothing about the omission of s in the command forms of: Écoute! Répète! Continue! Commence! Copie!

The purpose of this exercise is to review the command forms and to reinforce the contrast between the second person singular (tu) and the second person plural (vous). Pupils should by now understand the use of tu and vous.

Exercise R

After the pupils have learned the oral forms of the song, introduce reading. When introducing the song, give a general explanation in English. Pupils enjoy singing this song as a round.

NOTE TO PUPIL: Go over again the INSTRUCTIONS TO THE PUPIL on Page 1 and remind pupils of the importance of active class participation, of practicing French each day, and of doing the assignments promptly and accurately.

Workbook - Page 9-A (Pictures: 68, 96, 199, 200)

The primary purpose of these pictures is to provide models which will aid the pupils in forming similar responses. Try to elicit an oral response by using gestures, pictures, and props.

Teacher
        Pupils

A Qu'est-ce que tu fais? (indicating that the pupil whom the teacher is addressing is reading a book)
        Je lis un livre.

B Qu'est-ce qu'il fait? (indicating a boy reading the newspaper)
        Il lit le journal.
                Etc.

Other structures introduced in Grade 5, using aujourd'hui to denote the present, are:

Qu'est-ce que tu fais aujourd'hui?
    Je joue au basket (au football, au tennis).
    Je vais au cinéma (au bois, à l'école).

(For supplementary oral material, see Lesson 79, Pages 104-105, Teacher's Guide, Grade 5, Part I, Lessons 61-92. Such drills in Grade 6 are optional.)

Workbook - Page 10

Exercise S

The purpose of this exercise is to develop further understanding of the use of verbs and the change in the form of the verb according to the subject. After reviewing all forms of parler, discuss this exercise in English with the pupils. Remind them that the following forms of the verb have the same pronunciation:

parle
parles (What does the ending es indicate?)
parlent (What does the ending ent indicate?)

In order to understand other verbs of the first group, the pupils must thoroughly understand the formation and use of the model verb parler.

NOTE TO THE TEACHER: When three consonants occur in French, they are usually separated by e which is pronounced:

Je parl~~e~~ anglais. (silent)
Je n~~e~~ parle pas/ espagnol. (pronounced)

The only verbs which Grade 6 pupils are required to master are those of the first group (regular verbs whose infinitives end in -er), and only those which appear in the Workbook. Please do not teach any irregular verbs or verbs of other groups as many of these verbs are taught in Grade 7.

Workbook - Page 10-A

#1

This exercise further clarifies the use and meaning of parler. The pupils, however, must be able to use the verbs; recitation of the conjugation is not sufficient.

#2

Check pupils' pronunciation of le téléphone (almost like English fun). Review Sound-identification and Spelling Exercise U if they have difficulty pronouncing é as in la télévision, etc. Contrast again the pronunciation of é and è.

Workbook - Page 11

Exercise T

Use a substitution drill (See suggestions for introducing Exercise L on Page 7.) for reviewing all persons and forms of parler; then introduce reading of the exercise. Assign it for homework after doing a few examples on the board. It is imperative that the pupils understand the meaning and use of the subject pronouns: je, tu, il, elle, nous, vous, ils, elles.

Workbook - Page 11

Exercise T (continued)

Say nothing about on at this time. They must also understand that a pronoun may replace a noun:

Marie - elle
Marie et Anne - elles
Etc.

Exercise U

See suggested procedure for introducing Sound-identification and Spelling Exercises (Exercise I). The use of flashcards is recommended.

Exercise V

Review the forms of parler by using a substitution drill and questions and answers; then do the exercise in class. Assign the exercise for homework after doing a few examples on the board. Correct the exercise the next time the class meets (chart tablet).

Workbook - Page 11-A

#1

Review Sound-identification and Spelling Exercises I, P, and U. You may wish to have the pupils copy the words of these exercises and to learn how to spell them as some of them occur in the subsequent spelling exercise.

#2

The words are taken from Sound-identification and Spelling Exercises I, P, and U for the most part, or from other previously taught exercises. The teacher may prefer to give the words in the left-hand column one day and to reserve those in the right-hand column for another time.

a. ici
b. France
c. bébé
d. mère
e. jardin
f. français
g. frère
h. papa
i. Paris
j. vingt
k. été
l. madame
m. mars
n. anglais
o. année
p. élève

Correct the exercise after it has been done in class. Have pupils spell the words in French after the teacher writes the corrections on the board.

Workbook - Page 12

Exercise W

Review the days of the week and check pupils' pronunciation and intonation (l'accent tonique):

lunDI, marDI, mercreDI, jeuDI, vendreDI, sameDI, diMANCHE

Have pupils spell the days of the week in French.

Exercise X

Review the months and check pronunciation of: septembr~~e~~, octobr~~e~~, novembr~~e~~, décembr~~e~~. In the north of France août is pronounced ou. Have pupils spell the months in French.

Workbook - Page 12

Exercise Y

See suggested procedure for introducing Sound-identification and Spelling Exercises (Exercise I). The use of flashcards is recommended. Say nothing about the plurals: drapeaux, tableaux, gâteaux, beaux, eaux. This exercise is more difficult than the others because of the various spellings of the sound o (o, eau, au).

Workbook - Page 12-A

#1 (Picture: 156)

Before introducing this exercise, review numbers and the months of the year. Prepare flashcards which indicate birthdays, similar to those in the Workbook, in order to reinforce the response "Mon anniversaire est le . . . " When reading of this exercise is introduced, the teacher should ask the question and call on a pupil to give a complete response, using the sample birthdays included in the Workbook.

Teacher	Pupils
Ouvrez vos cahiers à la page 12-A. Lisons les dates de cet exercise.	
Quelle est la date de ton anniversaire? Lisez après moi.	
Mon anniversaire est le six février.	
	Mon anniversaire est le six février.
Quelle est la date de ton anniversaire?	
Mon anniversaire est le quinze septembre.	
	Mon anniversaire est le quinze septembre.

Etc.

Then conduct the same exercise, calling on individuals to read a complete response:

Workbook - Page 12-A

#1 (continued)

Teacher
Pupils

Regardez les dates de l'exercice numéro un. Lisez et répondez!
Quelle est la date de ton anniversaire? (Pause) . . . Jeanne
Mon anniversaire est le six février, madame (mademoiselle).

Bien! Merci, Jeanne. Et quelle est la date de ton anniversaire? . . . Yves
Mon anniversaire est le quinze septembre.

Etc.

Use the dates in this exercise and those on flashcards in order that the pupils may master the pattern before they are asked their own birthdays.

NOTE TO THE TEACHER: In telephone numbers, addresses, and dates, the final consonant of certain numbers (cinq, six, sept, huit, neuf, dix) is pronounced:

Mon anniversaire est le cinq mai.
Mon anniversaire est le huit mars.
Mon anniversaire est le dix janvier.

Etc.

#2 (Pictures: 69, 77, 156)

The three examples reinforce the pattern. Je voudrais may be used with other vocabulary items which the pupils have learned.

Workbook - Page 13

Exercise Z

This exercise provides practice for writing the dates of birthdays. Explain to the pupils what they are to do and how the dates are written in French.

Workbook - Page 13 (continued)

Exercise (A) (Pictures: 1, 5, 32, 71, 77, 93, 96)

Continue to encourage pupils to use other known vocabulary items with Je voudrais ... (Items g, h and i may have to be explained in English.) Vary the use of Qu'est-ce que tu veux? and Qu'est-ce que tu veux pour ton anniversaire?

Exercise (B) (Pictures: 6, 32)

Give the meaning of the poem in English; then teach the oral forms. Liaison: Du haut en bas/on voit la Seine.

Many native speakers of French now pronounce the final consonant of cinq when the numeral is followed by a plural noun. The traditional pronunciation, however, is preferred: cin~~q~~ plumes, etc.

Review the song Mon Merle. The teacher may wish to reproduce the words of the song for the pupils.

Workbook - Page 13-A

This exercise requires some explanation in English. The teacher may be able to obtain a ruler or yard stick which indicates measurement both in inches and in centimeters. Many elementary schools also have a thermometer which indicates degrees both in Fahrenheit and centigrade. To reduce degrees Fahrenheit to degrees centigrade, subtract 32° and multiply by 5/9; to reduce degrees centigrade to degrees Fahrenheit, multiply by 9/5 and add 32°.

Acceptable answers for the distance between New York City and Paris are:

English:	French:	
5,064.4671 km.	5.064,4671 km.	(Use of decimal and comma is reversed.)
5,064	5.064	
5,064.5	5.064,5	

Workbook - Page 14

Exercise (C) Pictures: 9, 67, 68, 78, 79, 158, 159)

Teach the oral forms by using stick figures or pictures. Use question Où est. . . ? to reinforce use of le, la, and l' and the question Où sont. . . ? to reinforce use of les.

Exercise (D) (Pictures: 9, 67, 68, 78, 79, 158, 159)

Teach the oral forms by using stick figures or pictures. Use the question Qu'est-ce que c'est? to reinforce use of C'est un, C'est une, and Ce sont des. (See Drill 4, Basic Content 4, Pages 68-69, Teacher's Guide, Grade 5, Part I, Lessons 61-92.)

NOTE TO PUPIL: Explain briefly the use of masculine and feminine and the relationship between un - le (l') and une - la (l').

Exercise (E) (Continued on Page 15 of Workbook)

Use flashcards to review numbers and arithmetic problems. Read the arithmetic problems in class and assign them for homework. In doing problems with addition, the use of et (Deux et deux font quatre.) is preferable to plus (Deux plus deux font quatre.).

Workbook - Page 14-A

#1, #2, #3 (Pictures: 9, 67, 74, 110, 119, 167, 168)

Teach the oral forms by using stick figures or pictures. These exercises test pupils' understanding of the use of indefinite and definite articles. These can be demonstrated quite easily by comparing the items in the left-hand column with those in the right-hand column.

Workbook - Page 15

Exercise (F)

See suggested procedure for introducing Exercise I. The use of flashcards is recommended. It is imperative that pupils pronounce u correctly. To do so, they may need to be reminded to round their lips. If trouble persists, drill i and u (both very tense) for purposes of contrast. Start with i (unrounded) and have pupils round their lips to pronounce u.

Exercise (G) (Continued on Page 16 of the Workbook)

This exercise contains review material from Grade 5. Do not make liaison:

Nous sommes/au printemps. (Check au.)
Nous sommes/en été.
Nous sommes/en automne. (The m is silent.)
Nous sommes/en hiver.

Use the pictures to help pupils remember the seasons.

Workbook - Page 15-A

#1, #2, #3, #4 (Pictures: 169, 171, 172, 173, 174, 190)

These exercises reinforce use of tu - je and vous - nous, as well as the seasons and sports. Check pronunciation of:

basket (the t is pronounced)
tennis (the s is pronounced)
baseball (sounds like bazebol)
football (sounds like foutbol)

Pupils may ask about the round ball used in le football (soccer), which they may remember from Grade 5.

These exercises require considerable oral drilling, using pictures to cue the desired response.

Workbook - Page 16

Exercise (H) (Pictures: 118, 122, 123, 124)

Review oral forms in conjunction with Exercise (G); then teach reading.

NOTE TO THE TEACHER: Test Exercise 6-A (Listening comprehension and reading of Workbook Exercises A - (H)) may be given at this time.

The test exercise which follows is to be used for evaluating teaching and learning of the principal structures which occur in Exercises A - (H). The teacher may wish to use them as an aid in determining pupils' control and understanding of certain structures. The test exercise should not be incorporated as part of the pupils' grades; it should be used only for diagnostic purposes.

This test exercise (6-A) is objective and easy to correct. The teacher reads the questions (See instructions.) and the children circle the best possible responses on their answer sheets. The teacher may wish to change some of the questions and answers, and she may also wish to prepare similar test exercises patterned after the following example. It is recommended that pupils not be allowed to keep the answer sheets after corrections have been made and the test has been discussed.

In preparing pupils for the test exercise, they should be informed that it is being given to see how well they understand some of the material which has been taught. It is psychologically unsound to surprise pupils with a test; it should be announced beforehand and much of the material appearing in the exercise should be reviewed. The results are not to be used as part of the pupil's grade as his grade is an average of his achievement and performance in French during the entire marking period; also, the teacher may find that some pupils who do very well in class may not do well on a test, and that other pupils who do not perform well in class may score high on a test.

Instructions

Test Exercise 6-A: An answer sheet, similar to the one on the following page, should be prepared for distribution to each pupil. The teacher has the pupils complete the information called for; then specific instructions are given. The number and question should be given twice in French, and ample time should be provided so that pupils may read the four possible answers. After the sample (#1) has been completed, the teacher should elicit the correct response for the sample and ask the children if they understand what they are to do.

Questions

1. Comment ça va? (sample)
2. Quel âge as-tu?
3. Comment ça va?
4. Combien de frères as-tu?
5. Où habites-tu?
6. Est-ce que tu parles anglais?
7. Est-ce que Suzanne et Marie parlent français?
8. Comment vas-tu?
9. Parlez-vous français, mes enfants?
10. Quel temps fait-il en hiver?
11. Combien de saisons y a-t-il dans l'année?

When the test exercise has been completed, ask the pupils to turn their papers face down on their desks.

The teacher should establish sound rules and should not permit the pupils to ask that certain questions be given again.

Answer Sheet
Test Exercise 6-A
Listening comprehension and reading
Workbook Exercises A - (H)

____
First Last Name

Instructions: You are going to hear a question and its number read twice in French. There are four possible answers for each question. Circle the letter next to the best possible answer. The first one is for practice.

1. (sample)
   A Bonjour.
   B Merci.
   C Je m'appelle Charles.
   D Très bien, merci.

2.
   A Il fait mauvais.
   B Oui, je parle français.
   C J'ai 11 ans.
   D Oui, nous parlons français.

3.
   A Il s'appelle Jacques.
   B J'ai mal à la tête.
   C Il fait froid.
   D C'est dommage.

4.
   A Je n'ai pas de frères.
   B J'ai deux soeurs.
   C J'ai 10 ans.
   D J'ai un chat.

5.
   A Je vais très bien.
   B J'ai un chien.
   C J'habite près de Washington.
   D Je parle français.

6.
   A Oui, il parle anglais.
   B Oui, je parle anglais.
   C Oui, nous parlons français.
   D Oui, ils parlent anglais.

7.
   A Oui, vous parlez français.
   B Oui, tu parles français.
   C Oui, il parle français.
   D Oui, elles parlent français.

8.
   A Je vais très bien.
   B Je m'appelle Jacques.
   C J'ai 12 ans.
   D J'ai une soeur.

9.
   A Oui, je parle français.
   B Oui, vous parlez français.
   C Oui, nous parlons français.
   D Oui, ils parlent français.

10.
   A Il fait chaud.
   B Il fait mauvais.
   C Nous sommes en hiver.
   D Il fait très chaud.

11.
   A Il y a quatre saisons.
   B Il y a sept saisons.
   C Nous sommes au printemps.
   D En été il fait chaud.

* * * * * * * * * * * * * * *

When you have finished, turn your paper face down on your desk. The questions will not be given again.

Workbook - Page 16 (continued)

Exercise (I)

Teach the oral forms of dates (adding the year, if desired); then teach reading of dates:

Mardi, le 1er mars
Etc.

Exercise (J)

Review the oral forms of parler by using a substitution drill and questions and answers. Then read the exercise in class. Pupils may be asked to spell the correct forms of the verb. Assign it for homework after doing a few examples on the board. Correct the exercise the next time the class meets. Give a quiz on this exercise by reproducing it on ditto.

Workbook - Page 16-A

After pupils have read this page at home, discuss Schools in France, possibly telling them something about your personal experiences.

NOTE: While the organization of education remains highly centralized in France, new types of programs have been added during recent years and many traditional objectives have been modified. Please avoid generalizations. For a bibliography of publications on French culture (including Education in France), the teacher may wish to write to:

French Cultural Services
972 Fifth Avenue
New York, New York 10021

Materials may be obtained from this organization at a very nominal cost.

Workbook - Page 17

Exercise (K) (Pictures: 30, 42, 59, 165, 166, 197, 198, 199, 200)

See procedure for presenting Exercise L. It may be easier to teach aimer (aimer la glace, les gâteaux, etc.) before teaching aimer followed by the infinitive regarder. After pupils have mastered the oral forms of this exercise, introduce reading and discuss it in class. After several readings, assign the exercise for homework.

In discussing liaison, remind the pupils that the liaison mark (nous aimons) is not written; it is only included in the Workbook as an aid. Also check pupils' pronunciation of la télévision (é and z). Pupils should thoroughly understand first conjugation verbs by now.

Workbook - Page 17-A

These readings are included in the Workbook in order to increase pupils' interest in French culture. (See BIBLIOGRAPHY OF BOOKS IN ENGLISH ABOUT FRENCH CULTURE, attached to the television schedules). Discuss briefly le 14 juillet. (See Basic Content 9, Grade 4, Page 120, Teacher's Guide, Lessons 61-92.) Try to obtain additional pictures to highlight the discussion. This cultural material is meant to be read by pupils at home and discussed briefly in class with the teacher.

Workbook - Page 18 (Pictures: 5, 6, 31-36, 169, 172, 173, 174, 175)

Exercise (L)

Drill oral forms of visiter, passer, habiter, and jouer, using repetition and substitution drills as well as personalization exercises.

Workbook - Page 18

Exercise (L) (continued)

Use the seven sentences in the exercise as models for other questions and answers.

Exercise (M)

Discuss habiter and liaison. Give examples of other words containing the letter h. Do not discuss aspirated (en/haut) and unaspirated (l'hôtel) h's.

Exercise (N)

After reviewing the oral forms of the verbs, do the exercise a few times in class. Have it read aloud and ask pupils to spell the correct forms of the verbs. Assign it for homework after showing pupils what they are to do. Correct the exercise the next time the class meets. Give a quiz on this exercise by reproducing it on ditto. Pupils must thoroughly understand the formation and use of verbs of the first group. Refer pupils to Exercise (K) for review.

Workbook - Page 18-A

Continue to discuss briefly each day the material contained in the cultural readings.

NOTE TO THE TEACHER:

la Fleur de lis (In French, the s is pronounced.)
la Fleur de li~~s~~ (In English, the s is not pronounced.)

Pupils may wish to color the French flag bleu, blanc et rouge.

Begin teaching La Marseillaise which appears on Page 19-A of the Workbook.

Workbook - Page 19

Exercise (O) (Pictures: 5, 6, 12, 172, 200)

The purpose of this exercise is to test pupils' comprehension of verbs of the first group. It should be done several times in class, examples should be given, and then parts of the exercise should be assigned for homework. When the entire exercise has been completed in writing, pupils should be informed that the correct answers may be found between Exercises (P) and (Q) at the top of Page 21. The teacher may wish to have pupils rewrite the sentences, making their own corrections.

Workbook - Page 19-A

Obtain a recording of La Marseillaise which is suitable to be used in class. Teach the words of the song, paying careful attention to liaison.

Continue to discuss briefly the material contained in the cultural readings, highlighting the discussions with the use of large pictures, if possible.

Workbook - Page 20

Exercise (P) (Pictures: 6, 31-36)

The pupils must thoroughly understand the verbs of the first group taught thus far before reading this exercise. The exercise should first be presented orally by using pictures. Teach the reading of the narrative in class, using both group and individual reading techniques. Have the pupils close their Workbooks and see if they can answer the comprehension questions based on the narrative. As this is the first paragraph the pupils have ever read in French, it should be reviewed often. Check pronunciation, intonation, and liaison:

Ils parlent/aussi anglais (no liaison)
parce qu'ils sont américains.

Il fait très chaud/à Paris en juillet,
mais, /après tout, il fait très chaud/aussi (no liaison)
à Washington en été.

Workbook - Page 20-A

Review the song Napoléon in conjunction with the cultural readings. Check pronunciation: Napoléon avait cinq cents soldats.

Workbook - Page 21

Exercise (Q)

See suggested procedure for introducing Exercise I. The use of flashcards is recommended. Check, in particular, pupils' pronunciation of ch, as in Chevrolet, charade, etc. Have pupils spell the words in French.

Exercise (R)

Review numbers 1 - 100 by using flashcards out of sequence; then do the exercise (oral forms only) in class. Have the pupils read down as well as across the columns.

Exercise (S) (Continued on Page 22 of the Workbook)

Review numbers 1 - 35 and do the arithmetic problems in class. Pupils should be able to read the spelling of numbers un through trente-cinq. Please do not spend time counting from one to a hundred. Numbers are relatively easy to teach with flashcards, but they must be mastered out of sequence as well as in order. They must also be reviewed often.

Workbook - Page 21-A

Review time and do Exercise (T) on Page 22 before assigning this exercise for homework.

Workbook - Page 22

Exercise (T)

The pupils should have control of the oral forms for telling time. While Il est/une heure and Il est une heure are both correct, the former is preferred. This continues the pattern and makes it easier to teach Il est/onze heures. Liaison is never made with onze:

Le/onze décembre.
Il/est onze heures.

Exercise (U)

This exercise provides additional practice in using the oral forms for telling time.

Workbook - Page 22-A (Pictures: 6, 165, 166)

#1

This exercise reinforces pupils' understanding of Exercises (V) and (X). Use this exercise to discuss the meaning and use of affirmative and negative.

#2

Use this exercise to help pupils to understand the use of liaison or the lack of liaison with examples in the Workbook. Please do not attempt to give detailed explanations of liaison. The pupils will learn by using the examples.

Workbook - Page 22-A (continued)

#3

This exercise provides additional practice in using the oral forms for telling time.

Workbook - Page 23

Exercise (V) (Pictures: 12, 21, 54, 165, 166)

Review the affirmative forms of the verbs; then use repetition and substitution drills for teaching the negative:

Je parle français. Je ne parle pas russe.
Vous parlez/anglais. Vous ne parlez pas/allemand.
Nous aimons le rosbif. Nous n'aimons pas le poisson.

NOTE: Do not make liaison with pas with names of languages beginning with a vowel: pas/allemand, pas/espagnol, pas/italien, etc.

Use pictures, maps, and other props in drilling this exercise.

As pupils learn the negative forms, the teacher may wish to use the two following drills for providing further practice:

Teacher
Pupils

Changez ces phrases du négatif à l'affirmatif et répétez la forme correcte après moi:
Nous ne parlons pas allemand.
Nous parlons allemand.
Nous parlons allemand. (Teacher's confirmation of correct response)
Nous parlons allemand.

Continue with negative to affirmative forms of other verbs.

Maintenant, changez ces phrases de l'affirmatif au négatif et répétez la forme correcte après moi:

Teacher

Pupils

Il aime le rosbif.

Il n'aime pas le rosbif.

Il n'aime pas le rosbif. (Teacher's confirmation of correct response)

Il n'aime pas le rosbif. Etc.

Workbook - Page 23-A

#1 (Pictures: 88, 168)

Review Sound-identification and Spelling Exercises Y, (F), and (Q). You may wish to have pupils copy the words of these exercises and to learn to spell them as some of them occur in the subsequent spelling exercise.

#2

The words are taken from Sound-identification and Spelling Exercises Y, (F), and (Q), stressing the sounds on, u, ou, oi, and ch, with less attention given to the spellings of the sound o (o, eau, au). The teacher may prefer to give the words in the left-hand column one day and to reserve those in the right hand column for another time.

a. une

b. vous

c. toi

d. ballon

e. jour

f. froid

g. garçon

h. chaud

i. non

j. mur

k. jouer

l. soif

m. chocolat

n. monument

o. beaucoup

p. onze

q. drapeau

r. regardons

s. chat

t. mademoiselle

Workbook - Page 23-A

#2 (continued)

Correct the exercise after it has been done in class. Have pupils spell the words in French after the teacher has written the corrections on the board.

Workbook - Page 24

Exercise (W) (Pictures: 12, 69, 75, 162, 195)

See suggested procedure for introducing Exercise I. The use of flashcards is recommended.

NOTE: Some native speakers of French, particularly those from Paris, do not distinguish between the sounds in and un, pronouncing the nasal of lundi, brun, un, etc., as in.

Exercise (X) (Pictures: 25, 54, 59, 167, 190, 200)

Do the exercise orally, as follows:

Teacher	Pupils
Ils parlent/espagnol.	
	Ils ne parlent pas/espagnol.
Ils ne parlent pas/espagnol. (Teacher's confirmation of correct response)	
	Ils ne parlent pas/espagnol.

Etc.

Teacher	Pupils
Elle n'aime pas l'école.	
	Elle aime l'école.
Elle aime l'école. (Teacher's confirmation of correct response)	
	Elle aime l'école.

Etc.

Since this is a difficult exercise, it is recommended that the teacher use flashcards. In this manner, the pupils may read the affirmative, give the negative, and then the teacher can turn the card over for immediate confirmation and repeated reading:

Front: Ils parlent espagnol.

Back: Ils ne parlent pas espagnol.

Etc.

Do the exercise several times in class; then assign parts for homework, after giving a few examples. Correct the assignment the next time the class meets and then give a quiz on the exercise by reproducing it on ditto.

The teacher may also wish to prepare a completion exercise, using the sentences from this drill, as follows:

1. __________ parlent espagnol. (ils or elles)
2. Nous n'aimons ________ le lait.
3. Elle regarde _____ télévision.
4. Vous ____ parlez pas italien.

Etc.

Workbook - Page 24-A

The reading test may be assigned for homework and corrected in class; then the teacher may wish to use the exercise again as an assignment, asking the pupils to recopy the sentences, adding the punctuation.
An example of such a copying exercise appears on the next page; it also contains the correct responses of the reading test.

Workbook - Page 24-A (continued)

B 1. Voilà un garçon.
D 2. Il s'appelle Charles.
E 3. J'ai mon cahier de français.

B 4. Qu'est-ce qu'il y a?
D 5. Comment vas-tu?
A 6. Est-ce que tu parles français?

D 7. Suzanne parle français et anglais.
C 8. Les enfants aiment la glace au chocolat.
E 9. Vous regardez la télévision.

E 10. Nous sommes au printemps.
B 11. Je voudrais une bicyclette rouge.
D 12. Nous passons le week-end à New-York.

C 13. Où habitent les enfants?
A 14. Comment allez-vous?
E 15. La Tour Eiffel a trois cents mètres.

C 16. Oui, elle aime le rosbif.
B 17. Non, je ne parle pas russe.
A 18. Il fait chaud à Washington en août.

D 19. Ils visitent tous les monuments de Paris.
A 20. Jean joue avec ses amis français.
E 21. Leur grand-mère est française.

The assignment may then be used as a reading exercise.

Workbook - Page 25

Exercise (Y)

See Supplementary Exercise #1, Pages 26 and 27; then do the exercise in class. Assign the exercise for homework and correct it in class by writing it on the board or by having pupils read it from the chart tablet.

NOTE TO THE TEACHER: Test Exercise 6-B (Reading), based on Workbook Exercises W - (Y), may be given at this time.

Test Exercise 6-B

The reading test on the next page may be used for evaluating teaching and learning of the principal structures which occur in Exercises W - (Y). The teacher may wish to use this test as an aid in determining pupils' control and understanding of certain structures. The test exercise should not be incorporated as part of the pupils' grades; it should be used only for diagnostic purposes.

This reading test is objective and easy to correct. All instructions appear on the answer sheet, and the children simply circle the best possible responses. The teacher may wish to change some of the questions and answers, and she may also wish to prepare similar test exercises patterned after the following example. It is recommended that pupils not be allowed to keep the answer sheets after corrections have been made and the test has been discussed.

In preparing pupils for the test exercise, they should be informed that it is being given to see how well they understand some of the material which has been taught. It is psychologically unsound to surprise pupils with a test; it should be announced beforehand and much of the material appearing in the exercise should be reviewed. The results are not to be used as part of the pupil's grade as his grade is an average of his achievement and performance in French during the entire marking period; also, the teacher may find that some pupils who do very well in class may not do well on a test, and that other pupils who do not perform well in class may score high on a test.

Answer Sheet
Test Exercise 6-B (Reading)
Workbook Exercises W - (Y)

____
First Last Name

Instructions: The blank indicates a word missing from each of the sentences. One of the five words is the missing word. Circle the letter of the correct word. The first one is for practice.

1. En été il fait ________. (sample)
   A froid
   B mauvais
   C chaud
   D neige
   E pleut

2. Vous ____________ français.
   A parle
   B parles
   C parler
   D parlez
   E parlons

3. Je ne parle ______ espagnol.
   A bien
   B très
   C ne
   D maintenant
   E pas

4. Lundi, mardi, _________, jeudi.
   A vendredi
   B mercredi
   C dimanche
   D avril
   E samedi

5. Avril, mai, ________, juillet.
   A septembre
   B dimanche
   C juin
   D printemps
   E mauvais

6. Il neige en __________.
   A août
   B hiver
   C été
   D juillet
   E classe

7. Voilà ______ arbre.
   A l'
   B le
   C la
   D les
   E trois

8. Diane et Simone ______________ regarder la télévision.
   A aimer
   B aime
   C aiment
   D aimes
   E aimez

9. Nous _____________ Washington.
   A habitez
   B habitons
   C habitent
   D habite
   E habites

10. ____________ parle anglais.
   A Suzanne et Marie
   B Nous
   C Ils
   D Tu
   E Il

11. Je _______ aime pas la salade.
   A pas
   B bien
   C très
   D n'
   E ne

12. ________ visitent Paris.
   A Elle
   B Elles
   C Nous
   D Vous
   E Robert

13. Tu _________ la glace au chocolat.
   A aimes
   B aime
   C aimons
   D aiment
   E aimez

* *

When you have finished checking your paper, turn it face down on your desk.

Workbook - Page 25 (continued)

Exercise (Z)

The sounds l and r are similar in English; they are completely different in French. The French l is dental; the r is a voiced fricative (grasseyé). The tip of the tongue must be down and the back must be arched in order to pronounce the r grasseyé.

The Nonsense Rhyme is similar to "Eenie, meenie, minie, mo." There are no nasal vowels; all m's are pronounced. This was taught in Grade 5 (Film 100), Basic Content 15, Teacher's Guide, Part II, Lessons 93-122.

Workbook - Page 25-A (Pictures: 32, 34)

Try to obtain large pictures or posters to highlight the discussion of the cultural readings. The teacher may wish to review the oral forms taught in Grade 5, Basic Content 3, Teacher's Guide, Part I, Lessons 61-92, Page 54, using Qu'est-ce que c'est? - C'est la Tour Eiffel, etc., and Où allons-nous (cet après-midi)?

Allons à la Tour Eiffel.
Allons à Notre-Dame.
Allons à la Place de la Concorde.

Etc.

Workbook - Pages 26 and 27

Supplementary Exercise #1 (Pictures: 5, 195, 197)

This exercise is an aid in helping pupils to recognize the oral and written forms of questions. It should be discussed and drilled in class; then the assignment should be done for homework and corrected in class.

Workbook - Page 26-A

#1

Have pupils use the spaces provided for doing Supplementary Exercise #1 on Pages 26 and 27.

#2 (Picture: 35)

Continue to discuss briefly the cultural readings, using large pictures, if possible.

Workbook - Page 27

Supplementary Exercise #2 (Pictures: 2, 17, 25, 59, 67, 70, 162, 165, 195, 197, 198)

Pupils particularly enjoy working with sentences which they can use often and which are related to their experiences. The examples provide additional drill on structure and vocabulary.

Workbook - Page 27

Supplementary Exercise #3 (Continued on Page 28) (Pictures: 12, 25, 52-54)

Use pictures from Grade 5 for drilling this exercise. Check pronunciation of: un oeuf and des oeu~~fs~~.

Workbook - Page 27-A

Use a large map of France. Prepare additional oral questions and answers about geography:

Quelle est la capitale de l'Angleterre?
Londres est la capitale de l'Angleterre?

Qu'est-ce qu'ils parlent en Italie?
En Italie ils parlent italien.

Etc.

Workbook - Page 28

Supplementary Exercise #4 (Continued on Page 29) (Pictures: 2, 12, 25, 52-54, 59, 61, 63)

The teacher may wish to use oral drills similar to those in Grade 5 for the teaching of le présent, le passé composé, and le proche futur (with aller).

HIER	AUJOURD'HUI	DEMAIN
Hier, j'ai pris de la viande, des pommes de terre et de la salade.	Aujourd'hui, je prends de la viande, des pommes de terre et de la salade.	Demain, je vais prendre de la viande, des pommes de terre et de la salade.

Etc.

Workbook - Page 28-A

Have the class read the exercise, modeled on the teacher's pronunciation. After it has been read a few times, explain the new vocabulary words:

une grande et belle ville

tous les ans

Ils y arrivent (Ils arrivent à Paris.)

les beaux monuments

se promener (faire une promenade) - to take a walk

le long des quais (See picture at top of the page.)

Use the map for finding monuments and other points of interest previously discussed.

Workbook - Page 29

Supplementary Exercise #5

This anecdote may be used for reading in and out of class.

Workbook - Page 29

Supplementary Exercise #6

Pupils should have no difficulty reading and understanding this conversation.

Workbook - Page 29-A

This exercise reviews the formation of verbs of the first group, some of which occur in Supplementary Exercises #7 and #8. Choose some of the verbs from the list of twenty-five in order to check pupils' understanding of the formation of verbs of the first group. Aid the pupils in using some of the verbs. This is not meant to be a conjugation exercise, however.

Workbook - Page 30

Supplementary Exercise #7

First, present the reading of the exercise in class. After it has been read a few times, explain the new vocabulary:

de bons amis

la même rue

quelquefois

le dimanche (on Sunday or on Sundays)

les parents de Paul emmènent (emmener) - to take someone somewhere

sur la plage (Use picture.)

avant d'aller nager

dans le sable

faire de longues promenades (se promener) - to take long walks

ce qui leur donne très faim

Workbook - Page 30

Supplementary Exercise #7 (continued)

Ils arrivent toujours très tôt le matin

pour bien profiter de leur journée au soleil

Supplementary Exercise #8

Teach the vocabulary by using pictures and other props. Then introduce reading of this exercise.

Supplementary Exercise #9

This Nonsense Rhyme contrasts the similarity in pronunciation of some French words with the differences in spelling and meaning. Give the English meaning and then teach the rhyme:

There was once
A liver merchant
Who sold liver
In the city of Foix.
She thought "Gosh,
This is the first time
That I have sold liver
In the city of Foix."

Teach the French version as soon as possible so that the pupils may see that while the rhyme makes no sense in English, it is a play on words in French, and it does make sense even though it is silly.

Workbook - Page 30-A (MOTS CROISÉS) and Page 31

Supplementary Exercise #10

This exercise may be used as a test to check pupils' comprehension. Parts of Supplementary Exercise #10 on Page 31 may be assigned each day. As the pupils complete the crossword puzzle, they should also complete the blanks on Page 31. The correct answers for the puzzle appear on the next page.

Workbook - Page 31

Supplementary Exercise #10 (continued)

After pupils have completed Pages 30-A and 31, the exercise may be used for reading. Have the pupils print the answers.

ACROSS

1. Nous PARLONS français.
2. J'ai un RHUME. (Something many people get in winter.)
8. Est-ce que tu AS des frères?
9. The plural of le is LES.
10. Vous JOUEZ au football.
11. EN quel mois sommes-nous?
13. Quelle est la date de ton ANNIVERSAIRE?
15. Jean et MOI, nous jouons.
17. Je déjeune à MIDI.
18. Monsieur et MADAME Dupont.
20. The plural of il is ILS.
21. Je NE parle pas espagnol.
22. LUNDI est le premier jour de la semaine.
26. Voilà UNE petite fille.
28. La girafe a un très long COU.
29. Nous sommes EN hiver.
30. IL s'appelle Charles.
31. Papa NE regarde pas la télévision.
33. Juin, JUILLET, août.
36. Le jour après samedi est DIMANCHE.
39. Marie a onze ANS.
40. Dix moins neuf font UN.
41. J'AIME la glace au chocolat.
43. QU'EST-ce que tu veux?
44. J'aime le CHOCOLAT.
47. Je joue AVEC mon frère.
50. Lundi, MARDI, mercredi.
51. Comment t'appelles-TU?
52. Paris est sur la SEINE.
54. Opposite of non. OUI
56. Jean ET Jeannette parlent français.
57. Onze et huit font DIX-NEUF.

(Continued on next page.)

Workbook - Page 31

Supplementary Exercise #10 (continued)

DOWN

1. Maman et PAPA.
2. Quel âge AS-tu?
3. Elle s'appelle SUZANNE.
4. Très BIEN, merci.
6. MARSEILLE est sur la Mer Méditerranée.
7. Il est une HEURE.
10. J'AI douze ans.
12. Girl's name. (Feminine of Nicolas) NICOLE
13. Girl's name. ANNE
14. Parles-tu FRANÇAIS?
15. Il est MINUIT. On dort.
16. English word for est. IS
19. Quel AGE as-tu?
21. Opposite of jour. NUIT
22. Masculine of la. LE
23. UN, deux, trois, quatre...
25. Masculine of elle. IL
26. Cinq moins quatre font UN.
27. Je NE sais pas.
32. Je voudrais chanter. Où est le PIANO? (Musical instrument)
33. Il s'appelle JACQUES. (French name for "James")
34. Voilà UN garçon.
35. J'ai soif. Je voudrais un verre de LAIT.
37. Joyeux NOEL! (le 25 décembre)
38. Les enfants jouENT au basket. (Ending of the verb)
41. Est-ce que tu AS des soeurs?
42. Il fait BEAU au printemps.
44. Il fait très CHAUD en août.
45. Mon CHIEN s'appelle Toto.
46. Je SUIS américain.
47. Il fait beau AU printemps.
48. CE sont des arbres.
49. Voilà UNE image.
51. Quel âge as-TU?
53. Deux ET deux font quatre.
54. In English de is usually OF.
55. The English word for est: IS

This exercise may be used as a quiz by reproducing some of the sentences on ditto. Choose the sentences carefully and have the pupils complete the blanks.

Workbook - Page 31-A

Supplementary Exercise #11

Review as many exercises in the Workbook as possible before doing this exercise on question-answer forms. Do perhaps five sentences a day in order to test pupils' comprehension of question forms. Pupils are to read the answers and to give the question. Example:

1. Je m'appelle Jacques.
   Comment t'appelles-tu?
   Etc.

NOTE TO THE TEACHER: Remind the pupils to keep their French Workbooks, particularly if they are continuing French in Grade 7, as the teacher may review the Workbook to see how well the pupils have mastered the Grade 6 material.

Test Exercise 6-C on the next page is a review of some of the workbook exercises. If it is used, please bear in mind that it is rather difficult because it tests both intelligence and the ability to make associations.

TEST EXERCISE 6-C

Review of Workbook Exercises
(5 points each)

____
First Last Name

Instructions: Match one of the words in columns A, B, or C with the numbered word(s) in the left-hand column. On the blank line print the letter of the word (A, B, or C) which is most closely related to the word(s) in the left-hand column. The first two are for practice. Read all of them carefully!

		A	B	C
1. un garçon (Ex.)	___	une maison	une petite fille	une fenêtre
2. un cahier (Ex.)	___	une porte	une chaise	un livre
3. cinq	___	la tête	sept	bonjour
4. Noël	___	le 25 décembre	été	le drapeau
5. âge	___	français	anniversaire	Paris
6. la télévision	___	habiter	américain	regarder
7. février	___	monsieur	août	automne
8. la Seine	___	Paris	Washington, D. C.	anglaise
9. froid	___	juin	janvier	chien
10. l'été	___	mercredi	le stylo	le printemps
11. espagnol	___	tu	jeudi	italien
12. le tennis	___	la salade	le basket	la soupe
13. les Invalides	___	Napoléon	New-York	La Fayette
14. les garçons	___	elle	ils	il
15. la Bastille	___	le 14 juillet	la saison	le 4 juillet
16. parler	___	vendredi	crayon	jouer
17. Marseille	___	la Seine	la Mer Méditerranée	la Tour Eiffel
18. la saison	___	l'école	l'hiver	la France
19. l'Arc de Triomphe	___	George Washington	Avignon	un monument
20. Vous	___	aimez	parles	habitons
21. ne	___	nous	pas	tu
22. chaud	___	été	décembre	hiver

The supplementary exercises on the following pages are designed for classes which have completed all exercises in the Cahier de Français and have also reviewed and mastered the material contained therein. Thus, they follow the sequence of the last supplementary exercise in the Workbook (Supplementary Exercise #11 on Page 31-A) and are numbered accordingly.

If the teacher wishes to use the following supplementary exercises, they should be reproduced on ditto and distributed to the pupils in Grade 6.

Supplementary Exercise #12: This exercise is a recombination reading narrative similar to Exercise (P) on Page 20 of the Workbook, except that the setting is in Spain. In introducing the narrative, it is recommended that the teacher first review Exercise (P) on Page 20, and, if possible, use a map of Spain and briefly explain the persons and cities mentioned in the narrative.

Directions to the Pupils: You should be able to read the following narrative quite easily as it is based upon a narrative about two American children who visit their grandmother every summer in Paris. (Review Exercise (P) on Page 20 of your Cahier de Français.) First read the narrative once or twice silently; then complete the blanks with the correct missing words or the endings of the verbs. Then read the narrative aloud several times, checking the words or endings which you have inserted and paying careful attention to your pronunciation. This exercise tests both your ability to read French sentences similar to those which you have already learned and your knowledge of some of the elements of French grammar.

Supplementary Exercise #12 (continued):

"Les Vacances"

Rafael et Pilar sont espagnols. Ils habitent l'Espagne. La capitale __ __ l'Espagne est Madrid. Rafael ´__ __ Pilar sont les enfants d'un soldat espagnol. __ __ père des enfants est de Barcelone, une ville espagnole sur la Mer Méditerranée, près de __ __ France. __ __ mère des enfants est française; elle est __ __ Paris. Les enfants parl __ __ __ espagnol __ __ français.

En été, Rafael, Pilar et leur mère visit __ __ __ la France. __ __ grand-mère des enfants habit __ Paris. Les enfants aim __ __ __ visiter la France. __ __ __ aiment surtout passer le mois d'août __ Paris avec leur grand-mère. Que font les enfants __ __ France tous les étés? Ils jou __ __ __ avec leurs amis français et ils parl __ __ __ français tous les jours. Les enfants aiment visiter __ __ Tour Eiffel, __ 'Arc de Triomphe, la Place __ __ la Concorde, et tous les autres monuments __ __ Paris. Ils aiment bien pass __ __ l'été avec leur grand-mère à Paris. Il fait chaud __ Paris en août, mais, après tout, il fait très __ __ __ __ __ aussi __ Madrid __ __ été.

Supplementary Exercise #13: Definite Articles (the).

Complete the sentences based upon the models given and read them aloud.

le (with masculine singular nouns)

Voilà le stylo.

_______________ garçon.

_______________ livre.

_______________ crayon.

_______________ chien.

_______________ frère.

_______________ cahier.

la (with feminine singular nouns)

Où est la règle?

_______________ chaise?

_______________ petite fille?

_______________ soeur?

_______________ maison?

_______________ porte?

_______________ table?

l' (with masculine singular nouns beginning with a vowel sound)

Voilà l'oiseau.

_______________ arbre.

_______________ hôtel.

_______________ Arc de Triomphe.

_______________ oiseau.

l' (with feminine singular nouns beginning with a vowel sound)

Où est l'image?

_______________ école?

_______________ église?

_______________ Espagne?

_______________ Italie?

les (with masculine and feminine nouns in the plural beginning with a consonant or a vowel sound)

Masculine

Voilà les livres.

_______________ garçons.

_______________ cahiers.

_______________ arbres.

_______________ hôtels.

Feminine

Où sont les images?

_______________ chaises?

_______________ maisons?

_______________ écoles?

_______________ églises?

Supplementary Exercise #14: Adjectives of Color.

NOTE: The teacher should first drill the colors orally, using the workbook, Let's Color in French; then the examples listed in this exercise should also be done orally before the pupils read and complete this exercise.

In French, adjectives of color follow the nouns which they modify and agree with the nouns in gender (masculine or feminine) and in number (singular or plural). In the following exercise, first study the examples; then complete the blanks by writing a complete sentence based upon the models given. Can you see how the adjectives of color are formed?

	FRENCH			
ENGLISH	MASCULINE		FEMININE	
	Singular	Plural	Singular	Plural
red	rouge	rouges	rouge	rouges
yellow	jaune	jaunes	jaune	jaunes
orange	orange	oranges	orange	oranges
black	noir	noirs	noire	noires
blue	bleu	bleus	bleue	bleues
gray	gris	gris	grise	grises
green	vert	verts	verte	vertes
white	blanc	blancs	blanche	blanches
brown *	brun	bruns	brune	brunes

* The most commonly used French word for "brown" is marron, which never changes its form no matter what the gender or the number of the noun may be. Examples: Le chocolat est marron. Les cahiers sont marron. La chaise est marron. Les chaises sont marron.

After having studied the above examples and doing the drills orally with your French teacher, complete the following sentences based upon the models given. Read across.

MASCULINE SINGULAR	MASCULINE PLURAL
1. Le livre est rouge.	2. Les livres sont rouges.
2. Le livre est jaune.	4. _____ __________ ______ jaunes.

(continued)

Supplementary Exercise #14 (continued:

5. ____ __________ est orange.
6. Les livres sont __________.
7. Le cahier est noir.
8. Les cahiers sont __________.
9. Le livre est bleu.
10. Les livres sont __________.
11. Le cahier est gris.
12. ____ __________ sont gris.
13. Le livre est blanc.
14. Les ________ ________ blancs.
15. Le livre est vert.
16. Les livres sont __________.
17. Le cahier est bleu.
18. Les cahiers sont __________.
19. ____ __________ ______ noir.
20. Les cahiers sont __________.
21. ____ __________ ______ gris.
22. ____ __________ ______ gris.
23. Le crayon est blanc.
24. Les crayons sont __________.
25. ____ __________ ______ rouge.
26. Les crayons sont __________.
27. ____ __________ ______ vert.
28. Les ________ sont ________.
29. ____ __________ ______ orange.
30. ____ crayons sont __________.
31. Le livre est orange.
32. Les livres sont __________.

FEMININE SINGULAR

FEMININE PLURAL

33. La maison est verte.
34. Les maisons sont __________.
35. La chaise est blanche.
36. Les chaises sont __________.
37. La porte est bleue.
38. Les __________ sont bleues.
39. La porte est noire.
40. Les portes sont __________.
41. L'école est grise.
42. Les écoles sont __________.
43. La page est blanche.
44. Les pages ________ __________.
45. La pomme ______ rouge.
46. Les pommes ________ __________.
47. L'image est verte.
48. Les images sont __________.
49. La fleur est jaune.
50. Les __________ sont ______.

Supplementary Exercise #15: A One Act Play in French for Pupils in Grade 6

The following play was written by Mrs. Brigitte Meyer, FLES teacher, for a Grade 6 class. It might be reproduced and used either as supplementary reading material or staged as a play by a bright Grade 6 class which has mastered all of the other material. It might also be used in a French program and presented to other French classes if it is believed they would have no difficulty understanding it. In choosing material for a PTA program, however, it is recommended that a sample of pupils from 4th, 5th, and 6th grade French classes present dialogues, songs and activities which involve group and individual recitation and reading from flashcards or from the chart tablet. In this manner the parents might better understand what is taking place and have a greater understanding of the content of the French Program. While parents might also enjoy a French play produced by a Grade 6 French class, such a presentation requires frequent rehearsals, is generally limited to members of one class, and may present some difficulty in understanding on the part of the audience in spite of their admiration.

"Paris au Printemps"

A One Act French Play in Six Scenes

Setting:	Spring. A sidewalk café scene in Paris. Table with umbrella, checkered tablecloth, two chairs; in the background, a huge Eiffel Tower, French flag flying on the top, clouds. In the foreground, a row of potted flowering plants.
Cast:	Monsieur, Mademoiselle, Garçon de restaurant, Marchande de Ballons, Agent de Police, Deux Touristes, Marchande de Fleurs. For the finale the other pupils in the class join the group as singers.

Scene One

Monsieur: (Enters wearing a beret.)

-- Ah, comme il fait beau aujourd'hui! Paris au printemps! C'est magnifique! ... Tiens, voilà Mademoiselle Dubois. (Lifts hat to greet her.)

-- Bonjour, Mademoiselle. Comment allez-vous?

Mademoiselle: (Holding a stuffed toy poodle.)

-- Bonjour, Monsieur. Je vais très bien, merci, et vous?

Monsieur: -- Très bien, merci. Où allez-vous maintenant?

Mademoiselle: -- Je fais une promenade avec Fifi.

Monsieur: -- Pourquoi pas? Quel beau temps aujourd'hui, n'est-ce pas?

Mademoiselle: -- Oui, il fait très beau aujourd'hui.

Monsieur: -- Voulez-vous prendre quelque chose avec moi? (Points to restaurant table.)

Mademoiselle: -- Je veux bien, monsieur. Merci.

(They sit down at the table and pick up menus.)

Monsieur: -- Garçon! Garçon!

Garçon: (Waiter enters.)

-- Oui, Monsieur.

Monsieur: -- Qu'est-ce que vous voulez, mademoiselle?

Mademoiselle: -- Je voudrais une limonade et une glace à la vanille, s'il vous plaît.

Monsieur: -- Alors, une limonade et une glace à la vanille pour Mademoiselle. Et pour moi, un sandwich et un café, s'il vous plaît.

Garçon: Très bien, monsieur, merci.

(Waiter exits.)

Scene Two

Marchande de Ballons: (The Balloon Vendor enters carrying a great bunch of balloons.)

-- Ballons, ballons, qui veut acheter mes ballons? ... J'ai des ballons rouges, des ballons bleus, des ballons jaunes... Ballons ...
Ah (turning to the couple), voulez-vous acheter des ballons?

Mademoiselle: -- Non, merci.

Marchande de Ballons: -- Un ballon coûte un franc seulement (raising one thumb).

Mademoiselle: -- Non, merci.

(The Balloon Vendor exits rather unhappily.)

Scene Three

(The waiter enters carrying a tray.)

Garçon: -- Voilà, monsieur. Ça fait onze francs.

(Monsieur pays and tips the waiter.)

Garçon: -- Merci beaucoup, monsieur. Bon appétit.

(Waiter exits.)

Scene Four

(A policeman enters from one side and two American tourists, a man and a woman, enter from the other side. The tourists are carrying cameras, lots of maps, and look very lost. They look at the Eiffel Tower and shrug their shoulders.)

Touriste Numéro 1: (To the policeman) -- Pardon, Monsieur l'Agent ...

Agent de Police: -- Oui, Madame. Qu'est-ce que c'est? ...

Touriste Numéro 1: -- Parlez-vous anglais, monsieur?

Agent de Police: -- Non ... No English, madame. Et vous, parlez-vous français?

Touriste Numéro 2: -- Oui, un peu.

Agent de Police: -- Alors, qu'est-ce que c'est?

Touriste Numéro 2: -- Je voudrais visiter la Place de la Concorde et l'Arc de Triomphe.

Agent de Police: -- Ah! ... La Place de la Concorde est là-bas, et l'Arc de Triomphe est là (pointing).

Touriste Numéro 2: -- Monsieur, où est la Tour Eiffel?

Agent de Police: -- La Tour Eiffel? (surprised) ... Voilà la Tour Eiffel (pointing).

les Touristes: -- Ah! ... Merci beaucoup, monsieur.

(The tourists exit slowly.)

Agent de Police: (shaking his head)

-- Ah, ces touristes! ... (Exits.)

Scene Five

Marchande de Fleurs: (The Flower Vendor enters pushing a flower cart, turns to audience and speaks.)

-- Voilà des fleurs. De jolies fleurs. Des roses, des violettes, des marguerites... Qui veut acheter mes jolies fleurs?

(Addresses audience and asks:)

Marchande de Fleurs: -- Voulez-vous acheter un bouquet? ... Non? ... Eh bien! ...

(She turns to the couple at the table.)

-- Pardon, monsieur. Voulez-vous acheter des fleurs pour Mademoiselle? ... Des roses? ... Des violettes?

Monsieur: -- Oui, donnez-moi un bouquet de violettes. C'est combien, madame?

Marchande de Fleurs: -- Cinq francs, monsieur.

Monsieur: (shaking head) -- Cinq francs! Non, je les achète pour trois francs!

Marchande de Fleurs: -- Trois francs, monsieur? ...

Monsieur: -- Trois francs, madame.

Marchande de Fleurs: -- Ce n'est pas beaucoup, monsieur.

Monsieur: -- Quatre francs?

Marchande de Fleurs: -- Quatre francs, monsieur? ... D'accord. De jolies violettes pour quatre francs!

(He gives the Flower Vendor the money and she counts it.)

Marchande de Fleurs: -- Un, deux, trois, quatre ... quatre francs. Merci, monsieur.

(Flower Vendor exits slowly, continuing to try to sell her merchandise:)

-- Des fleurs ... De jolies fleurs ... Qui veut acheter des fleurs? J'ai des roses, des violettes ... De jolies fleurs ...

Scene Six

(Monsieur and Mademoiselle are still at the table in the sidewalk café and begin to speak again:)

Mademoiselle: -- Ecoutez! J'entends des musiciens. Oh, les voilà! ...

Monsieur: -- Oui, voilà des musiciens! ... Bravo!

(Enter singers and players carrying and playing instruments and singing one of their favorite songs. The other actors join the group in the finale, and the play closes with a song.)

FIN

APPENDIX A

Sample Lesson Plans for Grade 4

Orientation
and
Follow-up of Lessons 1 - 8

Prepared by Mrs. Joyce L. Caughman

I. Motivation

SUCCESS is the greatest motivation a child can have. Try from the very beginning to establish in each and every child a pattern of success. After group drill, when you turn to individual responses, try to give each child an opportunity to perform successfully so that he can develop pride of accomplishment. Never try to put a pupil on the spot; on the contrary, give the difficult patterns to the more able pupils who will appreciate and enjoy the challenge, and the easier ones to the children who, because of past failures, often need the feeling of public approval. Carefully tailor your questions to the ability of the child. It is necessary to keep the class alert during group drill by intermittently calling upon individuals, but even when calling upon one whose attention has wandered, try to ask him to perform something his ability will allow him to accomplish successfully. Supply the response immediately if he does not know it. If he cannot, after several tries, repeat the phrase, turn to someone you know can, then return to the first pupil so that he is left with a successful performance.

COLORFUL, VARIED, and HUMOROUS PROPS serve as motivating factors.

BRIEF CULTURAL FACTS and amusing facets of French life build interest.

VARIATIONS in PACE and ACTIVITIES, quick tempo, unexpected changes of techniques, dramatic and spectacular presentations, keep interest up.

UNDERSTANDING is vital. Children lose interest the moment they lose the train of thought. They must understand what they are saying. Careful introduction of new vocabulary, brief translation of abstract phrases, and illustration of concrete phrases through the use of props and pictures will assure that every child understands the material. Personalizing the dialogue and drills will reinforce understanding. Check occasionally for understanding by using the material in a new way:

In Lesson 8, for example, after the dialogue has been learned, the teacher might try extracting the phrase Viens ici to see if it is understood. Using Drill 2, point to three children and say: Voilà un chien. Voilà un homme. Voilà une petite fille. Then command: Le chien, viens ici. La petite fille, viens ici. Be sure to choose children who will understand what you want. If the child understands the words Viens ici, the one playing the role of the chien will come forward when requested to do so. Then, going back to Lesson 5 for a familiar phrase (Joue avec Pitou!), hand the little girl a ball, and say: Joue avec le chien!

The ideal time to use an imaginative combination of familiar material and patterns in a new way is on alternate Mondays during review. Remember that a dialogue is merely a point of departure; it is not an end in itself. Review days provide an opportunity to see that the students can actually use the material.

II. Explaining the Goals for the Year

To the Parents: The objectives of the program are linguistic and cultural. The linguistic aim is the acquisition, within a limited framework, of the four skills: listening comprehension, speaking, reading, and writing. The cultural aims are not considered separately, but interpreted as the behavior patterns of the people who speak the language and therefore a part of the linguistic content of the program. The work of Grade 4 will consist of developing listening and speaking skills.

To the Classroom Teachers: Introduction to the new concept of foreign language study; mastery of French sounds and basic vocabulary and expressions; further development of listening skill. Short dialogues and scenes filmed in France provide material which serves as a basis for achieving comprehension and for memorizing selected amounts of the spoken language through drill and constant use. The pupils see no written French except their names.

To the Pupils: "We are going to begin to learn a new language this year, and we are going to learn it just the way you learned your own language: first, by listening, then by imitating (speaking).

"How many people in this class think listening and hearing are the same thing? Who can tell me the difference? ... That's right. You can hear something without thinking about it, but you can't listen to it without passing it through your brain. That's what I would like you to do with everything you hear in this classroom.

"We are going to have some little skits on television that are called dialogues. They are enacted by real French children in French scenes filmed in France. Now, what you must do is connect what you see with what you hear. It is rather like a detective mystery. You will always be putting two and two together to arrive at four. It isn't enough to have the words go in one ear and out the other. You have to put together all the clues you see on television and the pictures and props I use in class so that you can figure out the meaning.

"Now this requires effort! Some people will find it harder than others, just as some people sing better than others, and some people paint better pictures. But success will come with practice. That's why in the beginning when some of you are still having trouble twisting some of the French sounds around in your mouths I will count effort very much in grading. The things that count on your report card are participation, effort, and achievement. I have found out that in French, achievement follows participation and effort as surely as night follows day. Anybody who can listen and talk can be successful in Grade 4 French if he tries.

"One more thing: You may not know it, but every one of you has a light in his face that goes out when he tunes out, and I can always tell who is tuned in and who is not!"

III. Assigning French Names

French names are an ideal way to get acquainted with all the sounds in the language. Use of typically French names gives the children a feel for the differences in the two languages and cultures. Avoid tortured translations of American first names. If you avoid assigning the same name to more than one child per class, you will

1) avoid confusion in class;
2) simplify identification at grading time; and
3) gain maximum variety of sounds.

If you have three Michaels, you might, for example, use Michel, Marcel, and Maurice. Simply say at the beginning of the year: "I am going to give you a new name... a French name." The teacher may be surprised to find that the question of what the translation of the pupil's own name might be rarely comes up. If the translation is obvious and natural, of course, by all means use it.

IV. Name Tags

There are many ways of distributing name tags. Here is one that has worked very well: Get tagboard from the schools before the start of school. Cut it in eight inch strips. Fold in half lengthwise. If the tagboard is unavailable, a 5 x 8 file card might be used for each pupil's name. In large letters with a magic marker write 15 - 20 boys' and 15 - 20 girls' French names for each class. The same names will do for all classes. Having them ready in advance has certain advantages over having them made by the children or by the classroom teachers. The children make them too small to read, too flimsy to last, or the wrong shape to stand up on the desk. At the same time, the classroom teachers are busy, classes are being organized, tags may not be ready when needed, and spelling is a problem. It is also helpful to have the child's full English name on one side of the card. I like to give the children their French names the very first day and to start out by having each pupil pronounce his own name.

V. Rosters

Here again, various methods work equally well. The easiest method is to take the roster forms to the teachers and to ask them to have them ready for you the first week of French with the American names of all the pupils. In classes where many changes are expected because of regrouping, you may want to have the names put on lined paper and transfer them later to the Class Roster and Grading Chart.

When following-up Lesson 2 and teaching Je m'appelle..., ask each child to give his French name when you call his English name. If you fill in his French name on the Roster as he says it, you will begin to associate his English name, his French name, and his face, simplifying matters at grading time. You can repeat this process again with the roster sheets in front of you as you call the names and fill in the grades on the roster sheet to be transferred later to the report cards. This method allows you to verify transfers in and out of class and to identify pupils who have not had French before.

VI. Meeting with Classroom Teachers and Principals

The success of the French Program depends as much on the enthusiasm and participation of the classroom teachers as on any other factor. Especially in Grade 4, if the teacher participates in learning French and then helps and encourages the class between follow-up lessons, the pupils make phenomenal progress.

The preparation for television is very important. The classroom teacher or a dependable student reads the English explanation of each day's TV program just before the broadcast begins. If this is not done, the class will be at a loss as to what is taking place. If the wrong explanation is read, the class will be even more confused. It is vital therefore that the person who reads the explanation from the Teacher's Guide understand the television schedule. Post the TV schedule in a prominent place in the classroom. The Grade 4 television schedule is on green paper. Post the proper schedule and explain to the teacher how to find the lesson that will be shown on the date indicated. Ask the teacher to check the television schedule each day that a broadcast is to be viewed. Sometimes lessons are repeated or a film is not viewed because of a holiday; it is therefore not possible simply to follow the lessons in the sequence in which they appear in the guides. The times of the showings are also listed on the schedules.

Ask the teacher to be sure the pupils take an active part during the television broadcast. They must repeat in a loud voice and do nothing else during the program.

Ask the teacher to inform you whenever the children have missed a film so that you can present the new material instead of doing follow-up.

Other information which the teachers should have pertains to:

1. Instructions for Classroom Teachers
2. Goals of the French Program
3. Bibliography of Books in English about French Culture
4. Use of records

5. Class Rosters and Grading Criteria
6. Use of Props
7. Perhaps a French Corner or Bulletin Board

You may want to discuss all these matters with the classroom teachers when you ask for a roster before the French Program begins. Later on it is advisable to arrange a meeting with all the teachers and the principal at which time you can check to be sure classroom teachers have guides, television schedules, instructions, etc., and to answer any questions they may have.

You will be more successful in gaining the cooperation of the classroom teachers in participating in the program and in achieving its aims if you can communicate to them your own awareness of the problems of classroom scheduling and management with which they are faced.

FOLLOW-UP OF FILM LESSONS 1 - 8

NOTE: In the beginning of Grade 4 the proportion of time spent on orientation is greater and the pace of learning somewhat slower than in subsequent lessons. Later on more time will be devoted to review. Familiar vocabulary and structures will be reviewed and combined with new material in order to assure complete understanding.

The numbers listed in parentheses indicate the approximate number of minutes spent on each activity.

Pre-television Week

FIRST DAY

1. Introduction: (5') "Bonjour, mes enfants. Je m'appelle Madame ..." (Write your name on the board.) "I have just said 'Hello, children' and told you my name. Now I am going to begin to give each of you a new name... a French name! Let's start at the front of the class and as you tell me your American name, I will tell you your new French name and give you a name tag which you will always keep on your desk during French."

   The teacher picks out suitable names from pile of name tags.

   "Tu t'appelles Georges/Marie/Roger" etc.

   It may not be possible to assign French names to all children the first day.

2. **Standards & Goals:** (5')

"You should have nothing on your desk except your name cards. Since you are going to pretend that you are French boys and girls during French class, you will use no English. We are going to begin to learn a new language this year, and we are going to learn it just the way you learned English - first by listening, then by speaking." (The teacher explains the difference between listening and hearing.)

The teacher explains commands and signals for group response:

Ecoutez!
Répétez!
Répondez!
Demandez!

3. **Dialogues:** (3')

"We will work with little skits called dialogues. A dialogue is an exchange between two or more people. Watch my hand signals so that you will know when it is your turn to speak."

Present simple dialogue, calling for group response:

"Bonjour, mes enfants."
"Bonjour, madame."

Explain chain practice and have pupils in one or two rows greet one another:

"Bonjour, Georges."
"Bonjour, Marie."
Etc.

4. Cultural Introduction: (6') Show maps and pictures of France and discuss in English:

"Where is France ?"

"How large is the country?" (About the size and shape of Texas.)

"Is French spoken only in France?"

"Have any of you ever been to France? to Europe?" Etc.

5. Good-byes: (1') "Well, children, that's all for today. I'll see you later." (The teacher establishes patterns for farewells.)

"Now we will learn how to say good-bye in French:"

Répétez: Au revoir, Madame. (hand signal for repeat)

Encore: Au revoir, Madame.

Au revoir, mes enfants. A bientôt. (Point to ear and use hand signal for Ecoutez.)

Pre-television Week

SECOND DAY

The purpose of this lesson is to set the pattern of classroom practice: Dialogue, Group Drill, and Chain Practice.

1. Introduction: (5') "Bonjour, mes enfants. Every day I will start by saying 'hello.' You answer 'Bonjour, madame,' but

you do not use my name since we do not use the name like that in French."

Répétez: Bonjour, madame. (Use hand signal for Répétez.)

Ecoutez et répondez:

Bonjour, mes enfants. (Signal response.)

"Now, let's learn to say hello to some other people:"

Bonjour, maman/papa/grand-mère/grand-père.

The teacher shows pictures and explains in English, if necessary.

"Now I will say hello to each of you, and you will answer 'Bonjour, madame.'"

Bonjour, ...

Bonjour, madame. Etc.

2. Orientation: (5') Explain the importance of participating in the television lessons which will begin the following week. Tell the children that their report card will include a grade for what they do in French, and that their grade will be based upon participation, effort, and achievement. Explain that before each television broadcast their classroom teacher will read a short English explanation of the lesson and that they should listen carefully in order to know what they are talking about. Remind the children that they are not to use English.

3. Dialogue: (5')

"Now let's practice saying 'Good-bye' and 'See you later.'"

Répétez: Au revoir, madame. A bientôt. (group response)

Encore: Au revoir, madame. A bientôt.

"Now when I say good-bye to some of you, you answer: 'Au revoir, madame. A bientôt.'"

Au revoir, Georges... Au revoir, Marie...

4. Chain Practice: (2')

Marie, dis à Georges: Au revoir, Georges.

Georges, dis à Marie: Au revoir, Marie.

5. Group Drill: (3')

To practice learning hand signals:

Au revoir, mes enfants. (Point to self, indicating silence.)

Répétez: Au revoir, madame. (Point to class, indicating repeat.)

Au revoir, mes enfants. (Indicating response.)

Au revoir, madame.

Au revoir, mes enfants. A bientôt.

Au revoir, madame. A bientôt.

Pre-television Week

THIRD DAY

(Optional lesson depending on the number of days that the French teacher is in the school the first week.)

1. Greetings: (2')

Bonjour, mes enfants.

Répondez: Bonjour, madame.

Encore: Bonjour, mes enfants. Répondez!

Bonjour, maman/papa (with pictures).

2. Chain Drill: (2') Jean, dis "Bonjour" à Roger.

Etc.

3. Names: (5') "Now we will learn how to ask someone what his name is and how to answer:"

Je m'appelle Madame ... Comment t'appelles-tu?

Je m'appelle Jacques (holding up name card).

Répétez: Je m'appelle Jacques.
Je m'appelle Marie.

Have entire class ask question and repeat the response. Then have one group ask the question and another group answer. Then ask several individuals and have class repeat the response also.

4. Counting: (3') Bounce a ball and count: un, deux, trois, quatre, cinq. Call for choral repetition of numbers one through five.

5. Cultural: (5') Show picture of a French family, French school children, map of France, several monuments and famous places, etc

6. Good-byes: (3') (To teach: Ce côté-ci, Ce côté-là, etc.)

Ce côté-ci, répétez: Au revoir, Jacques.
Ce côté-là, répétez: Au revoir, Suzanne.
Ce côté-ci, répétez: Au revoir, Robert.

Etc.

Teach: Ce groupe-ci, Ce groupe-là, etc.

Ce groupe-ci, répétez: A bientôt.

Ce groupe-là, répétez: A bientôt.

Ce groupe-ci, répétez: Au revoir. A bientôt.

Ce groupe-là, répétez: Au revoir. A bientôt.

Au revoir, mes enfants. A bientôt. (Prompt the response, if necessary: Au revoir, madame. A bientôt.)

First Week of Television

Follow-up of Lesson 1

1.	Greeting & Warm-up: (3')	Bonjour, mes enfants. Bonjour, madame. (Entire class) Bonjour, maman/papa. (Use pictures.) Bonjour, Jean. (Signal *Ecoute* to individuals.) Bonjour, madame. (Signal *Répète.*) Bonjour, Suzanne. Bonjour, madame. Etc.
2.	Review & Personalize: (5')	Je m'appelle... Comment t'appelles-tu? Bonjour, ... Comment t'appelles-tu? Bonjour. Je m'appelle...
3.	Discussion of Previous Day's Television Program: (5')	"Raise your hand if you listened carefully when your classroom teacher read the English explanation yesterday before the television program and if you understood what was taking place." (If explanation was omitted, pupils will be sure to say so, and the French teacher can remind the classroom teacher

of the importance of preparing the children for the broadcasts.)

"In the television lesson you saw that some French people greeted one another, and that Cliquot, a French puppet sang a song about puppets who turn around three times and then go away. You also learned how to count to five and to say good-bye. We are going to learn to count now and we'll begin to learn the song, Ainsi Font."

4. Counting: (3')

The teacher may wish to use a ball for counting, bouncing slowly at first and then faster.

The teacher may wish to write the numbers on the board or to use flashcards for teaching numbers one through five.

5. Song: (4')

Sing the song through in French and explain its meaning briefly in English, using gestures. Show pictures of French marionnettes, if possible.

Begin to teach the song.

Au revoir, mes enfants. A bientôt.
    Au revoir, madame. A bientôt.

Follow-up of Lesson 2

1. Greeting & Warm-up: (3')

Bonjour, mes enfants.

Bonjour, madame/maman/papa/mademoiselle. (Pictures)

2. Chain Drill: (1')

Bonjour, Jean.
    Bonjour, Suzanne.

Bonjour, Jacques.
    Bonjour, Roger. Etc.

3. Introduction of New Material:

(7')

"If you all listened carefully to the English explanation before the television program, you know that the children were asked what their names were and that Jacques asked Suzanne if she wanted to play. She said 'Yes, all right.' Then they did some counting and sang about the puppets. Now I am going to ask some of you what your names are, but let me tell you mine first: Je m'appelle Madame ..."

Comment t'appelles-tu? (Holding up name card)

Répétez: Je m'appelle Jacques.

Comment t'appelles-tu?

Réponds: Je m'appelle Jacques. (Prompt)

Comment t'appelles-tu?

Je m'appelle Suzanne. Etc.

On joue? (Use ball.)

Oui, d'accord.

Have pupils repeat question and answer and then ask the question of the group:

On joue? (Using ball)

Oui, d'accord.

4. Counting:

(4')

Drill numbers one through five. Bounce ball and put numbers on the board. Have entire class count as teacher bounces the ball; then have pupil bounce the ball as the entire class counts. Also use flashcards for testing pupils' mastery of numbers out of sequence.

5. Song: (5') Use pictures and gestures for teaching *Ainsi Font*. Be sure that the gestures match the words. Hold up three fingers for *trois*. Illustrate *tours* with the body.

Au revoir, mes enfants. A bientôt. (Prompt response.)

NOTE: Use Alternate Mondays for review, to identify pupils who need extra help, and for intensified personalization of dialogue material. Take phrases out of context and make sure that pupils can use them.

Follow-up of Lesson 3

1. Greeting: (3')

   Bonjour, mes enfants. (Group response)

   Bonjour, Jacques/Suzanne, etc.

   Add: Bonjour, monsieur. (Use picture.)

2. Counting: (3')

   Review numbers one through five.

   Introduce numbers six through ten.

   Practice with ball and flashcards.

3. Simple Arithmetic Problems with Addition: (2')

   Combien font --- et ---?

   Deux et deux font quatre. Etc.

   Use blackboard to illustrate problems. As you write

   + say *et* and as you write

   = say *font*: $3 + 4 = 7$ (Trois et quatre font sept.)

4. Chain Drill: (2')

   Use ball to drill:

   On joue?

   Oui, d'accord.

5. Dialogue: Comment t'appelles-tu?

(5') Je m'appelle...

6. Song: Continue Ainsi Font.

(3')

7. Good-byes: Au revoir, maman/papa/mademoiselle/madame/

(2') monsieur.

Au revoir, mes enfants. A bientôt.

Follow-up of Lesson 4

1. Greetings: Bonjour, mes enfants.

(5') Bonjour, madame/maman/papa/mademoiselle/ madame/monsieur. (Use group and individual response and work on accurate pronunciation.)

2. Weather: Drill: Il fait beau. Use pictures and point out the

(2') window if the weather is appropriate.

3. Introduction of New Material & Variation: Comment t'appelles-tu?

Je m'appelle Jacques.

(6') Point to Jacques and say: Il s'appelle Jacques.

Répétez (tout le monde): Il s'appelle Jacques.

Comment t'appelles-tu?

Je m'appelle Suzanne.

Point to Suzanne and say: Elle s'appelle Suzanne.

Répétez: Elle s'appelle Suzanne.

Point to boys and girls and have class listen and repeat il/elle and Il/Elle s'appelle...

Continue drilling so that the pupils will understand the pattern.

4. Chain Drill: (2') On joue?

Oui, d'accord.

5. Counting & Addition: (3') Comptons de un à dix, etc.

Use flashcards and call for group and individual response. Put simple problems with addition on the board.

6. Song: (2') Introduce second verse of Ainsi Font. Point to poings and côtés. Explain in English and give meaning of s'il vous plaît.

Follow-up of Lesson 5

1. Greetings & Warm-up: (4') Bonjour, madame/monsieur/mademoiselle/papa/maman/Suzanne/Jacques, etc. (Call for group and individual response.)

2. Review: (3') Comment t'appelles-tu?

Je m'appelle Jean.

Comment s'appelle-t-il?

Il s'appelle Jean.

Comment t'appelles-tu?

Je m'appelle Anne.

Comment s'appelle-t-elle?

Elle s'appelle Anne.

Etc.

3. Drill: (6')

"If you listened carefully to the English explanation before the television program and watched and listened carefully during the program, you could tell when Jacques asked Suzanne to look at something. He said 'Regarde!' Did you understand that he was saying 'Look!'? I will say 'Regarde!' when I want one of you to look at something and 'Regardez!' when I want all of you to look."

Ecoutez et regardez:

Regardez les marionnettes. (Use picture.)

Jacques, regarde les marionnettes!

Regardez maman/papa. (Use picture.)

Suzanne, regarde maman!

Pierre, regarde papa!

Toute la classe, regardez le petit chien. (Picture)

Il s'appelle Pitou.

Répétez: Il s'appelle Pitou.

Ecoutez: Comment s'appelle-t-il?

Répondez: Il s'appelle Pitou. (Prompt.)

On joue avec Pitou?

Répondez: Oui, d'accord.

Drill the above questions and answers with the group and with individuals.

4. Chain Drill: On joue avec Pitou? (Use picture or prop.)

(2') Oui, d'accord.

5. Weather: Toute la classe, regardez:

(1') Il fait beau. Répétez! (Show picture or point out the window.)

6. Song: Mon Merle is a song about a blackbird who loses his feathers one by one and won't sing any more.

(4')

Regardez mon merle. (Show picture of blackbird.)

Regardez: une plume. (Show feather falling.)

Mon merle a perdu une plume. Répétez!

Sing first verse of the song.

Follow-up of Lesson 6

1. Greetings & Warm-up: Bonjour, mes enfants.

Bonjour, madame/monsieur/mademoiselle.

(2') Bonjour, Jacques/Suzanne, etc.

2. Group Drill: Ecoutez et regardez:

(3') Voilà un petit chien. (Show picture of a small dog.)
Il s'appelle Pitou.

Voilà un garçon. (Show picture of boy holding a dog.)
Il s'appelle Jacques.

Point to one side of the class and say:

Voilà Jacques.

To the other side of the class:

Voilà Suzanne.

Jacques: Regarde! Regarde!

Suzanne: Oh, le petit chien! Répétez!

Comment s'appelle-t-il? Répétez!

Jacques: Il s'appelle Pitou. Répétez!

Have dialogue repeated by groups and then reverse roles and call for further repetition.

3. Chain Drill: (2')

Use the above structures in a chain with about six or ten pupils.

4. Group Drill & Chain Practice: (2')

On joue avec Pitou?

Oui, d'accord.

5. Group Drill & Chain Practice: (2')

Bonjour, Suzanne.

Bonjour, Jacques.

Etc.

6. Group Drill of Dialogue: (3')

Bonjour, Suzanne. (Use pictures or drawings to indicate the speakers.)

Bonjour, Jacques.

Regarde!

Oh, le petit chien! Comment s'appelle-t-il?

Il s'appelle Pitou.

On joue avec Pitou?

Oui, d'accord.

7. Addition: (1)

Combien font --- et ---?

Levez la main! Raise your hand if you want to give the answer.

8.	Weather: (2')	Répétez: Il fait beau. (Picture) Répétez: Il fait chaud. (Picture and fan one's self vigorously. Encore: Il fait chaud.
9.	Song: (3')	On chante? If you want to sing, say D'accord. On chante? Bon! Chantons Mon Merle. Repeat phrases with class and sing as much of the song as possible.

Follow-up of Lesson 7

1.	Greetings: (2')	Bonjour, mes enfants. Bonjour, madame/Jacques/Suzanne/Célestin/Patapouf/Cliquot/Pitou/Merlou.
2.	Introduction of New Material: (1')	Discuss briefly what the pupils saw on television and what the lesson was about.
3.	Weather: (2')	Introduce: Quel temps fait-il? Il fait beau. Il fait chaud. Have the group and individuals repeat question and answers.
4.	Group Drill: (6')	Divide class into two sections. Répétez: Où est Jacques? Répétez: Voilà Jacques. Continue with:

Où est Suzanne/ Pitou/ Célestin/ Patapouf?

Voilà Suzanne/ Pitou/ Célestin/ Patapouf.

Où est Madame... ? (Teacher points to herself.)

Voilà Madame...

Où est le merle? (Hiding picture)

Répétez: Je n~~e~~ sais pas. (Use gesture.)

Où est Monsieur ... ?

5. Dialogue: (6') — Drill dialogue by using pictures, drawings, or props. Call for choral repetition. Then, the lines of the dialogue may be used as a chain drill.

6. Song: (3') — On chante? Répondez: Oui, d'accord.

Chantons Mon Merle.

Regardez: Voilà mon merle.
Il s'appelle Merlou.
Il a perdu une plume!

Chantez!

Au revoir, mes enfants. A bientôt. Répondez!

Follow-up of Lesson 8

1. Greetings & Warm-up: (4') — Bonjour, madame/monsieur/ Célestin/ Patapouf.

Où est Jacques/Suzanne/Marie/Pierre?

Voilà Jacques, etc.

Où est: un homme/un chien/une petite fille?

Où est ... ? (Indicating an absent child)

Prompt: Je n~~e~~ sais pas.

Où est mon merle? (Hiding picture)

Je ne sais pas.

2. Introduction of New Material:

(1)

"Our dialogue today is a scene in a French school. The teacher asks Gilbert Laval where his book is and Gilbert doesn't know. The teacher, who has found the book, calls him and gives it to him. When Gilbert stomps back to his seat, the teacher tells him to go quietly."

3. Listening Comprehension:

(1')

Ecoutez! (Show pictures.)

Voilà le garçon.
Il s'appelle Gilbert Laval.

Voilà le professeur.

4. Drill:

(2')

Le professeur: Gilbert Laval, où est ton livre?

Le garçon: Je ne sais pas, monsieur.

Divide class into groups and have them repeat the roles. Then use the question and answer in a chain drill.

5. Chain Drill & Personalization:

(2')

Jean, où est ton livre?

Voilà mon livre.

Suzanne, où est ton livre?

Voilà mon livre.

6. Dialogue:

(3')

Divide class into two sides for drilling the dialogue:

Gilbert Laval, où est ton livre?

Je ne sais pas, monsieur.

Viens ici. Regarde! (Use gesture.)

Ah, mon livre! Merci, monsieur.

Doucement, doucement!

7. Weather & Chain Drill: (2')

Quel temps fait-il? Il fait beau.

Quel temps fait-il? Il fait chaud.

Use pictures and gestures and have class repeat both question and answers. Then conduct a brief chain drill with the question and answers, cueing with pictures.

8. Numbers: (3')

Comptons de un à dix.

Use flashcards for review and then introduce numbers eleven through fifteen.

Write numbers at random on the board or use flashcards.

9. Song: (2')

On chante?

Bon! Chantons *Mon Merle.*

* * * * * * * * * * * * * * * *

Continue to refer to the suggestions outlined in Part II of this *Guide,* French in Grade 4.

APPENDIX B

Sample Lesson Plans for Grade 5

Follow-up of Basic Contents 1 and 2

Prepared by Mrs. Eleonore Phillips

NOTE: In the beginning of Grade 5, the proportion of time spent on orientation and review is considerable, particularly as there will undoubtedly be many children who did not have instruction in French in Grade 4.

The numbers listed in parentheses indicate the approximate number of minutes spent on each activity (excluding any "reading readiness" that the teacher may wish to present from the recommended material which is listed after each Basic Content Section in Part III of this *Guide*).

Pre-television Week

FIRST DAY

Introduction and Orientation (8'):

1. The teacher introduces herself by writing her name on the board and then tells the children about the television programs.

2. The teacher motivates children by discussing the reasons for studying a foreign language, methods, and the content of the French Program which contains more cultural content in Grade 5.

a) Reasons for learning a foreign language in general and French in particular:

1) Understanding of other peoples, their way of thinking and living; step towards world peace;

2) Travel or work abroad (government, Armed Forces, business, professions);

3) Educational goals (reading of scientific works, studies toward a professional degree, enjoyment of literature and theatre, etc.);

4) French is important as a world language. Mention the United Nations, Canada, Europe, Africa, and Southeast Asia.

b) Method: How do we learn?

By imitation of the persons in the television programs and by paying close attention to the French teacher's lessons.

Why? Because this is the natural way of learning a language and the order in which the children learned their own language. We will always begin with:

1) Listening and understanding.
2) Speaking and repeating.
3) As time permits and if the pupils make adequate progress with the spoken language, they will begin to read some of the sentences and words which they have learned orally.
4) In Grade 6 the pupils will learn to read and write much of the French that they mastered in Grades 4 and 5.

c) Classroom Standards and Practices:

What are the three important steps the pupils should follow while watching the television programs and working with the French teacher during the follow-up lessons?

1) Listening: For this we need classroom silence, a good sitting position, desks cleared except for name cards, feet and chairs on the floor, complete attention, and all eyes on the teacher.

2) Watching: Pupils must watch the teacher's facial expressions, lip movements, props and gestures. Everyone should have a clear view of the teacher; if pupils cannot see well, they will miss the meaning of what is being said, and they will not be able to copy the sounds correctly.

3) Repeating: Pupils must speak clearly and loudly and should not mumble or whisper. This is necessary for good pronunciation and so that the teacher can hear and correct mistakes right away. Participation and effort are extremely important, and pupils should not be afraid to make mistakes. When practicing as a group, the class should respond in unison. Important Rule: Only the teacher speaks English now and then for purposes of clarification. The children always pretend that they are French boys and girls and speak only French during the class.

d) Content: Explain to the pupils what they learned in Grade 4:

The sounds of French.

Certain speech patterns and basic vocabulary.

Examples:

J'ai perdu mon chien/mon chapeau/le livre/la bicyclette.

Où est mon frère/ta soeur/le professeur/Suzanne?

Goals for Grade 5:

a) Refining and perfecting our use of the French sound system.

b) Learning more speech patterns and vocabulary in order to apply our knowledge to different situations and to bring more variation into our use of the language.

c) Learning more about France, its people, and its culture.

d) Learning to read some of the material which pupils know how to use orally.

3. Assignment of French Names (5'):

Have a provisional roster ready and call off the names in English, letting the children respond with their French names from the previous year.

Assign French names to new pupils. When preparing name cards, for purposes of grading at a later time, it is preferable to write the names of new pupils in red and those of the others in black. The roster should indicate which pupils did not have French in Grade 4.

4. Use the remaining time for review:

Greetings (2'):

Bonjour, mes enfants.
Bonjour, madame (mademoiselle).

Comment ça va?
Très bien, merci, et vous?

Très bien, merci.

Divide the class into two groups and address each group separately.

Then address one good pupil:

Maintenant, Claudette, demande-moi comment ça va?

Comment ça va, madame (mademoiselle)?
Très bien, merci. Et toi?

Très bien, merci.

Repeat the above with one of the boys and then instruct some of the children to greet each other in the same way (Chain Drill). Stop after four or five pupils have had a turn.

Merci, mes enfants. Ça suffit.

Names (3'):

Comment t'appelles-tu?
Je m'appelle Jean.

After having called on about four pupils, address one child as follows:

Jean, demande à ce garçon (à cette petite fille) comment il (elle) s'appelle.

Comment t'appelles-tu? (Prompt, if necessary.)
Je m'appelle Pierre (Suzanne, etc.).

The teacher then turns to the class:

Comment s'appelle-t-il/elle?
Il/Elle s'appelle ...

Repeat the above and use il and elle a few times. Then switch to a brief chain drill again, using the indirect command.

5. If time permits, review a song:

On chante?
Oui, d'accord, madame. (Prompt and explain, if necessary.)

Quelle chanson voulez-vous chanter? (Promenons-nous, from Grade 4, appears in Film 61.)

Très bien! C'est tout pour aujourd'hui. Au revoir, mes enfants. A bientôt. Class is prompted to respond, Au revoir, madame.

REMINDER: Make it a point to give some individual attention, especially the first few weeks, to those pupils who did not have French in Grade 4. Encourage them to start repeating with the group right away. Try to give them confidence and to convince them that the more they participate, the sooner they will understand the many new things that seem so confusing to them in the beginning. Do not hesitate to give the meaning of a word or sentence in English if the children do not appear to understand.

Pre-television Week

SECOND DAY

Name Cards (2'):

Check on name cards if classroom teacher has prepared them. The French teacher should print the French names on them, putting the names of new pupils in red, others in black.

Orientation (3'):

Explain the French television programs for Grade 5: films made in France, Jacques and Suzanne and their parents and friends, street scenes, sights of Paris, teenage actors, etc. Explain triads of lessons: three films and a repeat of one of the films for additional practice. The first film presents a new dialogue, and the second and third films present variations of the dialogue, in a different setting or with different people; some lines or words are changed or added each time. Encourage children to learn as much as possible from the television programs because not everything in the films will be followed up in the classroom. Active participation, not passive listening, is required. Tell them to practice with brothers or sisters at home or with classmates. Mention report cards.

Warm-up (3'):

Review greetings and names as in the first lesson.

Review of vocabulary and use of colors (5'):

Using objects or pictures:

Répétez:

C'est un livre/un crayon/une balle/une pomme, etc.

Qu'est-ce que c'est?

C'est un livre/un crayon/une balle/une pomme, etc.

De quelle couleur est-il/elle?

Il/Elle est ...

Où est la banane/le chien, etc. ?

Voilà la banane/le chien, etc.

Qu'est-ce que tu veux?

Je voudrais du chocolat/une banane/un gâteau/un sandwich, etc.

Conduct this review rapidly and for contrast change from group to individual response, using questions and answers and testing mastery by the use of a chain drill.

(See important structures of Basic Content 1, Teacher's Guide, Revised, Lessons 61-92, Pages 27-29.)

Optional Review (5'):

Regardez-moi et demandez:

Qu'est-ce que vous faites, madame? (Explain, if necessary.)

Je dessine, je mange, je dors, je lis, je joue avec ma balle, je dis: au revoir.

Class repeats each answer. Then use sub-groups (la première rangée, le troisième groupe, etc.) and instruct the pupils to ask each other the same question. Indicate answer by appropriate gesture.

Finally have chain practice:

Pierre, demande à Jacques ce qu'il fait.

Qu'est-ce que tu fais, Jacques?

Je dors. (Teacher cues answer.)

Jacques, demande à Marie ce qu'elle fait.

Qu'est-ce que tu fais, Marie?

Je mange. (Teacher cues answer.)

Song (2'):

If time permits, let children choose one of the previous year's favorite songs.

Have children practice some more names that may be difficult to pronounce, having them say "Au revoir, ..."

Pre-television Week

THIRD DAY

(Optional lesson depending on the number of days that the French teacher is in the school the first week.) Such a lesson may occur on (alternate) Monday which should be reserved primarily for review.

The first half of the following lesson contains review material; the second half is reserved for the pre-television presentation of the first film of Basic Content 1 (Film 61):

Warm-up (3'):

Greetings. The teacher begins by greeting the class as usual. Then use indirect commands:

Marie, dis "Bonjour" à Pierre. ...

Bon! Maintenant, demande-lui comment ça va.

Comment ça va, Pierre?

Pierre, réponds: Très bien, merci. Et toi?

Marie, réponds: Très bien, merci.

Have the above done three more times by students in different sections of the class.

Optional Review (3'):

Regardez cette maison. C'est la maison de Suzanne. (Use Pictures ## 13 and 14.) Toute la classe, demandez à Suzanne: Est-ce que ton père est là? (ta mère, ton frère, ta soeur?)

Est-ce que ton père est là? Etc.

Teacher, answering for Suzanne: Oui, mon père est là. (Father should be visibly present in the house.)

Or: Non, ma mère n'est pas là. (Turn picture over so that the mother is not visible.)

After working with the group, let some individual pupils volunteer the answers or ask each other. Indicate with picture or by head motions whether you want an affirmative or negative answer.

Action Commands (4'):

Teacher first demonstrates and lets the class repeat:

Je me lève.	
Je m'assieds.	
Je lève la main.	Je baisse la main.
Je lève le pied.	Je baisse le pied.
Je lève la tête.	Je baisse la tête.

If time permits, add variations:

Alain, lève-toi! Va à la fenêtre! Ouvre la fenêtre! Ferme la fenêtre! Retourne à ta place! Etc.

Pre-television Presentation of Dialogue of Film 61 (10'):

(See BASIC CONTENT 1 in Part III of this Guide.)

"Tomorrow (or the appropriate day) you are going to see the first film dialogue of the 5th grade series. This little play shows us two children who are returning home from school." Continue explanation of dialogue on Page 30, Teacher's Guide, Revised, Lessons 61-92, using appropriate pictures and props.

"Watch and listen closely while I act out this story for you.

After that I shall model each line twice for you, and then I will give you the English. We will repeat each line a few times so that you will understand what you are saying when you view the television broadcast."

See Procedure for Presenting a New Dialogue Prior to the Television Broadcast of the First Film of the Triad, as explained in the introduction of each Basic Content Section in Part III of this Guide. After the pupils have viewed the first film of the triad, the teacher works exclusively with the base dialogue contained in the Basic Content (blue pages) as well as with the drills listed therein.

FIRST WEEK OF TELEVISION

BASIC CONTENT 1 (Films 61, 62, 63, and 63-Repeat)

After Pupils Have Viewed Film 61:

NOTE: Although teachers are working exclusively with the Basic Content section (blue pages), they should be familiar with the content of each film lesson, the song presented therein, the new material, classroom procedure, points, etc.

Warm-up (3'):

Teacher greets class as usual and drills:

Comment ça va?

Moi, ça va très bien, merci.

Use appropriate props for: madame/mademoiselle/monsieur.

Have individual pupils greet the teacher:

Comment ça va, madame (mademoiselle)?

Très bien, merci. Et toi, ... ?

Moi, ça va très bien, merci.

Also drill the above by using chain practice. It helps to make children speak up if this is done criss-cross through the room rather than row by row.

Review of Weather and Time (5'):

Begin with class response to teacher's questions and use of pictures. If good pupils volunteer answers, let the class repeat. Confirm the responses. Then use sub-group practice and indirect commands:

Claude, demande à Josette quel temps il fait. (Indirect command)

Quel temps fait-il, Josette?

Il fait chaud.

Drill:

Quel temps fait-il?

Il fait beau/mauvais/froid/chaud.

Use cardboard clock (which may be available in the school) and review time (on the hour only). Let pupils take turns asking the question and allow pupils to volunteer the response. Conduct a brief chain drill.

Dialogue Practice (5'):

Teacher models each line of the Base Dialogue (Page 27 of the Teacher's Guide, Revised, Lessons 61-92), calls for choral repetition, and uses pictures or other props to illustrate the dialogue.

Remember to drill long sentences in parts, beginning from the end in order to preserve the correct intonation:

Ecoutez: Où allons-nous cet après-midi?
après-midi? ...
cet après-midi? ...
allons-nous cet après-midi? ...
Où allons-nous cet après-midi? ...

After sufficient group practice, divide class into four groups to take the four rôles. Model each line again and let the groups repeat in turn. Switch the parts for the third repetition of the dialogue. Use drawings or props to indicate the speakers.

Personalization of the Dialogue (5'):

Show picture of a boy and speak for him by saying:

Moi, j'ai faim.

Address the class:

Regardez Jacques! Il a faim, n'est-ce pas?

Elicit response:

Oui, madame. Il a faim.

Address a pupil:

Tu as faim, Suzette?

(Nod head to indicate that you expect an affirmative answer.)

Use basket or plate with choice of known foods, present it to the pupil, asking:

Qu'est-ce que tu veux?

Je voudrais une pomme. (Allow the pupil to take the item chosen.

Repeat with other pupils and drill a variety of responses based upon the structure "Je voudrais ... " Have the class repeat the question as well as the answers.

Conduct a quick chain drill with:

Tu as faim? or Est-ce que tu as faim? (Cue affirmative answers.)

Repeat dialogue question: Où allons-nous cet après-midi? Have the class repeat the question. Then show picture and elicit class response:

Allons au bois!

Switch picture and prompt new response:

Allons au garage!

Then try (and prompt if necessary):

Allons au jardin. (showing picture)

Then let pupils volunteer the answers and have the class repeat each time.

Song (2'):

Promenons-nous. Ask for a volunteer for the wolf. Have props available in order to cue the lines of the song. (The song is optional.)

NOTE: Use (alternate) Monday in order to reinforce Drills 1 and 2 plus the Base Dialogue on Page 27 of the Teacher's Guide.

FIRST WEEK OF TELEVISION

BASIC CONTENT 1 (Films 61, 62, 63, and 63-Repeat)

After Pupils Have Viewed Film 62:

Greetings and Names (5'):

Review greetings briefly; then continue with Drill 2.

Ask several pupils in different sections of the class:

Comment t'appelles-tu?

Je m'appelle ...

Then, pointing out the same pupils, ask the class:

Comment s'appelle-t-il/elle?

Il/Elle s'appelle ... (Prompt, if necessary.)

Then use indirect command:

Maurice, demande à cette petite fille comment elle s'appelle.

Comment t'appelles-tu?

Je m'appelle ...

Then conduct a chain drill with the same question and answer.

Show picture of Mrs. Slack and ask:

Comment s'appelle-t-elle?

Then show picture of a man and elicit the response: "Je ne sais pas." If the reply comes from individual children, have the entire class repeat the response. Ask the children what the classroom teacher's name is.

Review of Age (4'):

Show picture of a boy or girl with a birthday cake (See Picture #156.) with a desired number of candles. Tell class:

Voilà une petite fille.
Elle s'appelle Marie.
Comment s'appelle-t-elle? ...

Elle a cinq ans. (Count the candles.)
Quel âge a-t-elle? ...

Repeat the same procedure with another picture. Then continue the same drill by using pupils in the classroom:

Quel âge as-tu, Monique?

J'ai 10 ans, madame.

Toute la classe, écoutez:

Quel âge a-t-elle? Répondez! ... (Prompt, if necessary.)

Oui, elle a 10 ans.

Yves, quel âge as-tu?

J'ai 9 ans, madame.

Les garçons, écoutez: Quel âge a-t-il?

Boys: Il a 9 ans, madame.

Charles, demande à Cécile quel âge elle a. (Indirect command)

Cécile, demande à ... etc.

(Teacher pointing to Philippe):

Roland, quel âge a-t-il?

Il a 11 ans, madame.

Oui, Philippe a 11 ans. Très bien, Roland. Merci, mes enfants. Ça suffit.

Dialogue Practice (6'):

Model each line of the Base Dialogue once again with the aid of puppets or other props and have the entire class repeat. Then call on four pupils to repeat the lines after the teacher; have four groups of pupils repeat the lines with their leader. The next time, change the groups and have four other pupils perform. Model, call for response by groups and their leaders; then let the leaders repeat individually after their group.

NOTE: In order to avoid boredom and to augment learning, it is necessary to devise methods and techniques which enable the teacher to drill the same material in a number of different and interesting ways. This permits the teacher to provide sufficient repetition and practice without losing the attention or interest of the children.

Chain Practice (2'):

Ça va, Suzanne?

Oui, Jacques, ça va bien. Ça va, Jeannine?

Oui, Suzanne, ça va bien. Etc.

Alternate with:

Est-ce que tu as faim?

Oui, j'ai faim.

Also use:

Qu'est-ce que tu veux?

Je voudrais une banane/une pomme/un gâteau/du chocolat, etc.

Et toi, qu'est-ce que tu veux? Etc.

Song (3'):

Alouette. Tell the children first that this song originated in French-speaking Canada. Explain the meaning of the lines but remind the children that it is all meant in fun and not to be taken seriously. Sing the first verse while they listen; then start modeling line by line and let them repeat. Sing once again, letting the class repeat each line in song. Then sing the first verse together.

Review the vocabulary:

Où est la tête?

Montrez-moi les yeux. Etc.

Cultural Note:

Tell the children about Le Bois de Boulogne, its many attractions and what it means to Parisians. Show photographs, if possible.

SECOND WEEK OF TELEVISION

BASIC CONTENT 1 (Films 61, 62, 63, and 63-Repeat)

After Pupils Have Viewed Film 63:

Warm-up (3'):

Greetings, followed by review of time and weather. Continue to practice indirect commands:

La première rangée, demandez à la deuxième rangée quelle heure il est.

La deuxième rangée, répondez (according to teacher's cue).

Maintenant, vous, demandez à la troisième rangée quel temps il fait.

Drill with Puppets (5'):

Où est Jacques? Où est Suzanne? (using puppets)

Class responds:

Voilà ... (Let children ask one another where one of their classmates is.) Show Patapouf or Cliquot and say:

Où est Patapouf?

Voilà Patapouf.

Bon! Maintenant, demandez:

Patapouf, où est ton livre? (Class repeats the question.)

Teacher (speaking for puppet which holds book): Voilà mon livre.

Then repeat the procedure with a pencil and with a notebook. Then ask:

A qui est ce livre (cahier, crayon)?

Ce livre (cahier, crayon) est à Cliquot. (Prompt answer.)

Put objects on different pupils' desks and ask:

Bernard, où est ton livre?

Voilà mon livre.

Address the class:

Ecoutez bien. A qui est ce livre?

Ce livre est à Bernard.

Then finish with a chain drill:

Où est ton cahier?

Voilà mon cahier. Etc.

Practice of Base Dialogue (5'):

Call on four good pupils to portray the rôles. Model the lines, let the whole class repeat, and then have the four pupils repeat.

Call on four others, model the lines, let them repeat first, and follow this by repetition of the lines by four sub-groups. Repeat the dialogue once more. Go over difficult structures several times with the entire class.

Personalization of the Dialogue (4'):

Où allons-nous cet après-midi? (using pictures)

Allons au bois/au garage/au jardin/à la fête.

Let a pupil take the rôle of the teacher, ask questions, and call on volunteers to answer. Have chain practice with the aid of different pictures.

Song (3'):

Alouette. Everybody uses gestures. Model the lines again and walk around the classroom while doing so. Teach additional vocabulary: le bec, les yeux, les ailes. Sing several stanzas with the class.

When the pupils have mastered the song, let pupils volunteer to sing in turn while standing up:

Pupil #1:	Je te plumerai la tête.	Class echoes: Je te plumerai la tête.
	et la tête.	et la tête.
	Alouette	Alouette.
	Oh. . .	
Pupil #2:	Je te plumerai le bec.	Class echoes: Je te plumerai le bec.
	et le bec.	et le bec.
Pupil #1:	et la tête.	et la tête.
#1 and #2	Alouette	Alouette.
	Oh. . .	Everybody sings refrain. Etc.
Pupil #3:	Je te plumerai les yeux.	Class echoes: Je te plumerai les yeux.
	et les yeux.	Etc.
Pupil #2:	et le bec.	
Pupil #1:	et la tête.	
Pupils #1, 2, and 3:	Alouette	
	Oh. . .	

The above makes a lively rendition which the children love.

NOTE: Use (alternate) Monday for review.

SECOND WEEK OF TELEVISION

BASIC CONTENT 1 (Films 61, 62, 63, and 63-Repeat)

After Pupils Have Viewed the Repeat of Film 63:

Review (10'):

Use the first half of the lesson to review:

a) The dialogue. Call on individual pupils to perform, the entire class, and small groups also.

b) The adaptations or drills that need some additional work:

Chain practice: Est-ce que tu as faim, Yvonne?
Oui, j'ai faim.
Prends un gâteau/du chocolat/un sandwich. Etc.
Merci, Georges.

Pre-television Presentation of Film 64 (8'):

(The teacher is referred to BASIC CONTENT 2 in Part III of this *Guide.*)

Tell the children that the next film they will see on television will show some typical street scenes in the city of Paris. They will begin to learn a new dialogue between a delivery man and a storekeeper and a mailman and caretaker (*la concierge*) of a building. In the first film children will take the parts. (See Pages 42 and 43 of *Teacher's Guide*, Revised, Lessons 61-92.) Explain the function of *la concierge*.

Use pictures and props and present the entire film dialogue (Page 43 of *Teacher's Guide*) once in French while the children listen. Then model each line a few times, give the English equivalent once, and have the children repeat the French. Build up the longer lines from the end. Example:

comment vas-tu? ...
Toto, comment vas-tu? ...
mon petit Toto, comment vas-tu? ...
Et toi, mon petit Toto, comment vas-tu? ...

Song (2'):

If time permits, sing *Alouette*.

THIRD WEEK OF TELEVISION

BASIC CONTENT 2 (Films 64, 65, 65-Repeat, and 66)

After Pupils Have Viewed Film 64:

Review (5'):

Using flashcards, review numbers from one to twenty.

a) Let class repeat numbers as a group after the teacher's model.

b) Let the class count backwards without being prompted; correct pronunciation if necessary.

c) Show numbers out of order, asking:

Qu'est-ce que c'est?
Or:
Quel est ce numéro?

d) Let some pupils from different parts of the classroom count individually from 1 - 5, 5 - 10, etc. Give directions in French.

e) Use flashcards with some addition and subtraction problems. Let volunteers give full answers and then call for group repetition.

Dialogue (6'):

Combine the two scenes into one, between le facteur and la concierge. (See Base Dialogue, Page 39, Teacher's Guide, Revised, Lessons 61-92.)

a) Model each line twice. Call for choral repetition.

b) Divide class into two groups. Model again and have each group repeat.

c) Change groups, having boys take one rôle, the girls the other. Call one boy and girl to the front and let them manipulate puppets and props while repeating lines in unison with their groups.

Review of "La Maison" (7'):

Show pictures first and ask:

Qu'est-ce que c'est?

Class answers: C'est une maison. (Prompt, if necessary.)

Bon! Maintenant, je vais dessiner une maison. (Teacher goes to the board.) Répétez:

Je dessine une maison.

Class: Je dessine une maison.

Je dessine le toit. Répétez deux fois!

Class: Je dessine le toit. Je dessine le toit.

Continue with: les murs, la porte, trois fenêtres, la cheminée, le garage, le jardin.

Class repeats each line twice. Call a pupil to the board.

Suzanne, viens ici. Dessine une maison! Toute la classe, dites à Suzanne: Dessine une maison!

Class: Dessine une maison!

Maintenant, dites à Suzanne: Dessine les murs!

Class: Dessine les murs!

Demandez à Suzanne ce qu'elle fait. (Indirect command)

Class: Qu'est-ce que tu fais, Suzanne?

Suzanne: Je dessine les murs. Etc. (Keep class busy giving commands and repeating while the drawing goes on.)

Maintenant, regardez: J'efface la maison. (Demonstrate.)

Répétez:

Class: J'efface la maison.

Très bien! Alors, demandez-moi ce que je fais!

Class: Qu'est-ce que vous faites, madame? (Prompt vous.)

J'efface la maison. Répétez: J'efface la maison. (Remind the children in English of the use of tu and vous, if necessary.

Song (2'):

Practice Alouette.

THIRD WEEK OF TELEVISION

BASIC CONTENT 2 (Films 64, 65, 65-Repeat, and 66)

After Pupils Have Viewed Film 65:

Review of Numbers (4'):

Review numbers fifteen through thirty. Use different techniques as in previous lessons. Let the whole class count once, as quickly as possible. Then dictate numbers at random, letting pupils write them on scrap paper. Teacher writes each number on the board so that the pupils can compare and make corrections immediately. (In order not to waste time at the beginning of the class, this activity might be reserved for the last few minutes of the lesson.)

Review of Greetings with tu and vous (4'):

Répétez, mes enfants:

Ça va?

Le premier groupe, demandez au deuxième groupe:

Ça va? ... Le deuxième groupe, répondez:

Ça va bien, merci. Maintenant, vous (le deuxième groupe), posez la question:

Et vous, ça va?

Le premier groupe, répondez:

Ça va bien, merci.

Michèle, demande à Madeleine: Ça va? ...

Madeleine, réponds: Ça va bien, merci.

Bon, Madeleine! Maintenant, demande à Jean: Et toi, Jean, ça va? ...

Jean, réponds! Etc.

Use chain drill but interrupt the chain by saying:

Demande-moi maintenant! Elicit response: Et vous, madame, ça va? (Et vous, mademoiselle, etc.)

Teacher: Ça va bien, merci.

Dialogue (5'):

a) Model once for the whole class.

b) Call on boy and girl. One half of class repeats along with the boy, the other half with the girl.

c) Call on boy and girl. Reverse the groups. Let performers repeat after the teacher; then have the groups repeat.

Dialogue Adaptation (5'):

a) Use two groups. Have appropriate picture and say:

Quel beau temps! (Le premier groupe, répétez!) ... Maintenant, le deuxième groupe, dites: Quel mauvais temps!

Le premier groupe, répondez: Oui, il fait mauvais aujourd'hui! (Oui, il pleut aujourd'hui!)

Then switch to chain practice.

Use other weather pictures to review different expressions.

b) Voilà, Marianne. Il y a deux lettres et un paquet!

Marianne: Merci, madame.

Marianne, dis à Gilles: Voilà, Gilles. Il y a deux lettres et un paquet! ...

Gilles: Merci, Marianne. (Stop after four or five pupils have participated in the chain practice.)

Song (2'):

Sing Alouette using only gestures and modeling the words silently.

NOTE: Use (alternate) Monday for review and for reinforcement.

FOURTH WEEK OF TELEVISION

BASIC CONTENT 2 (Films 64, 65, 65-Repeat, and 66).

After Pupils Have Viewed Film 65-Repeat:

Review "La Maison" (8'):

Show picture and review parts of the house by asking:

Qu'est-ce que c'est?

Class responds. Teacher affirms each answer: Oui, c'est la porte. Etc. Let children practice group commands: first row to second row, etc., saying:

Dessinez les murs!

Response: Children draw in the air and teacher outlines in picture. Je dessine les murs. Etc.

Finish with:

Bon! Maintenant, toute la classe, dites-moi de dessiner une maison.

Class (prompted, if necessary): Dessinez une maison, madame! (Switch to familiar form by letting one pupil draw on the board and another pupil erase the parts of the house. These commands may be given in illogical order in order to check comprehension; this also makes a game of the drill.)

Dialogue Practice (5'):

Have individual pupils perform and the class repeat. During second and third repetition, alternate the groups. (For this dialogue there are only two rôles: le facteur and la concierge.)

Review (3'):

Use chain practice with the teacher starting the chain:

J'ai faim! Et toi, tu as faim?

Pupil: Oui, j'ai faim.

Maintenant, demande à Denis s'il a faim!

Pupil: Et toi, Denis, tu as faim?

Denis: Oui, j'ai faim.

Denis, demande à Brigitte si elle a faim. Etc.

Finish with: Demande-moi si j'ai faim. Prompt, if necessary:

Et vous, madame (mademoiselle), vous avez faim?

Use est-ce que occasionally in order to vary the question form.

Review (2'):

Using pictures, review:

Où allons-nous cet après-midi? ...

If the class knows this drill well, add: au cinéma, à la fête.

Song (2'):

Alouette.

FOURTH WEEK OF TELEVISION

After the Pupils Have Viewed Film 66:

Warm-up (2'):

Short review of greetings, time and numbers.

Review (3'):

a)

Teacher: J'ai faim. Et toi, est-ce que tu as faim?

Pupil: Oui, j'ai faim.

Teacher: Qu'est-ce que tu veux?

Pupil: Je voudrais une pomme, madame.

Teacher: Prends une pomme.

Pupil: Merci, madame.

b)

Repeat the above dialogue with two different pupils in front conducting the dialogue while the class repeats.

Second Half of Drill 3, _Teacher's Guide_, Page 41 (5'):

Show picture of pastry. Make big eyes and gesture when modeling:

Répétez: J'aime beaucoup les gâteaux!

To pupil: Et toi, Mireille, tu aimes les gâteaux?

Mireille: Oui, j'aime _beaucoup_ les gâteaux. (Prompt this answer and translate: I like pastry very much!)

Teacher: Prends un gâteau! (Call for repetition.)

Mireille (prompted by teacher): Merci, je veux bien! (Takes cake.)

Teacher, to class: Est-ce qu'elle (il) aime les gâteaux?

Class: Oui, elle aime beaucoup les gâteaux.

Teacher: Est-ce qu'elle prend un gâteau?

Class: Oui, elle prend un gâteau.

See Optional Reading Readiness at the end of the BASIC CONTENT 2 section.

Pre-television Presentation of Film 67 (10'):

See Procedure for Presenting a New Dialogue Prior to the Television Broadcast of the First Film of the Triad as well as BASIC CONTENT 3. These will be found in Part III of this *Guide*.

After the pupils have viewed the first film of the triad, the teacher works exclusively with the base dialogue contained in the Basic Content (blue pages) as well as with the drills listed therein.

Reserve about ten minutes for presenting the film version of the new dialogue (Page 57, *Teacher's Guide*, Revised, Lessons 61-92).

Optional (Perhaps for those classes which had French on Monday):

Present the new song, *Cadet Rousselle*. Explain the lyrics in English; then sing the song once while the class listens. Drill one or two lines, e.g., the refrain: Ah, ah, ah, oui vraiment!
Cadet Rousselle est bon enfant.

NOTE: The teacher should continue to refer to Part III of this *Guide* which contains suggestions for teaching the remaining Basic Content sections.

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APPENDIX C

Sample Lesson Plans for Grade 6

The First Thirteen Days in the Classroom

Prepared by Mrs. Janine Sublette

First Day in the Classroom

Introduction to the Third Year of the Elementary School French Program:

On entering the classroom, first greet the teacher and then the children in French. Then introduce yourself to the class by saying "Je m'appelle..." "Yes, my name is..." Tell the children, in English, of course, a little bit about yourself, particularly if you are European. Tell them where you were born and raised, how many people live in your city, where it is located, etc. Use a map, if possible.

The Grade 6 workbook (Mon Cahier de Français) is illustrated on the cover with a map of France. Color it attractively (having the children do the same at a later time) and use it while speaking about yourself (if French) and the country.

If applicable, mention the grade school you attended and make a few general comparisons between the American and French schools, i. e., the fact that boys and girls do not generally attend school in the same building, the hours (8:00 a. m. to 4:00 p. m.) with long lunch hours, etc. (Note: The French teacher is referred to "Schools in France" on Page 16-A of the French workbook.)

If the teacher is from France, she may wish to place a star on the map to indicate her home. Also discuss other countries where French is spoken.

Explain to the children that this year not only will they speak French with you and expand their listening comprehension and speaking skills but that they will also read and write much of the French that they have previously mastered orally. Show them a Cahier de Français and tell them that in a few weeks, depending on how well they progress, they will each receive a Cahier. Stress the importance of obtaining a cover for the workbook, and that you will issue a workbook only to children who have a cover for it. (The covers may be two- or three-ring binders, soft-cover binders, or homemade covers.) Encourage the children to obtain their covers immediately.

Tell the children what you expect of them. Bear in mind that it is important to have the staff and children accept and respect you from the first day. Outline the rules and regulations and explain your methods and the goals for the year:

1. Nothing should be on the desks except the name cards which must be clean and neat. There should be no drawing or writing on the cards.

2. The workbooks are to remain inside the desks until the time you say "Sortez vos cahiers de français."

3. There will be very little English used in the classroom during the French lesson. English will be used only by the French teacher when necessary (assignment of homework, brief generalization of grammatical structure, cultural note, meaning of difficult structure, etc.).

4. The children are not to buy French books or recordings or try to read French other than the material contained in the workbook.

Note: The teacher is referred to INSTRUCTIONS TO THE PUPIL, Page 1 of MON CAHIER DE FRANÇAIS as well as to the suggestions in the Grade 6 section of this Guide.

Since reading and writing are included in the third year program, explain to the children that one of the first things they must learn (or review) is the French alphabet (names of the letters). Explain that, as in English, the French alphabet contains twenty-six letters, that the symbols are alike, and that only the sounds differ. Recite the alphabet in French and teach the first four letters by writing them on the board or by using flashcards. Pay particular attention to the children's pronunciation of the letters of the French alphabet.

As you prepare to end the first lesson, ask different children their French names and say "Au revoir, ..." Remind the children that French people shake hands when greeting one another and taking leave. The teacher may wish to illustrate and to shake hands with a few children. Example:

Teacher: To a child in front who had French the previous year:

Comment t'appelles-tu?

Pupil

Je m'appelle ...

Ah, oui! Très bien! Au revoir, ... (Charles). A bientôt.

A bientôt, madame (mademoiselle).

Then use a chain drill with the above but with not more than six children.

Terminate the class with:

Eh bien! C'est tout pour aujourd'hui. Au revoir, mes enfants. A bientôt.

NOTE: Teacher may wish to use mes élèves or tout le monde rather than mes enfants with pupils in Grade 6.

Second Day in the Classroom

Greet the children and drill:

Bonjour. Comment ça va?

Comment allez-vous? (If this structure is new, teach it as soon as possible as a replacement for "Comment ça va?")

Continue the orientation of the children.

Call names from the class rosters which were obtained from the school secretary before the program began. Make note of the children who did not have French in Grades 4 and/or 5. Assign French names to the new children and give them a word of encouragement. Check the French names, pronunciation, and spelling of names if the cards have already been completed. Practice the French names with the new children.

Continue the discussion of INSTRUCTIONS TO THE PUPIL on Page 1 of the workbook. (These instructions should be reviewed again after the workbooks have been distributed to the pupils.) Explain to the pupils that you are now ready to begin to review (and to teach the new pupils) the basic French material of Grades 4 and 5. (See Pages 13 - 16, Grade 5 *Teacher's Guide*, Part I, Lessons 61 - 92, for a list of the most basic French structures previously introduced.)

Teacher	Pupil(s)
Bien. Commençons! Bonjour, mes enfants. Comment allez-vous?	
	Très bien, merci, madame. Et *vous*?
Moi, je vais très bien, merci. Jean, comment vas-tu?	
	Très bien, merci, madame. (Et *vous*, madame?)

Teacher
　　　　Pupil(s)

Jean, demande à Caroline de te dire comment elle va. (Indirect command)
Ecoute!
Caroline, comment vas-tu?

　　　　Caroline, comment vas-tu?
　　　　　　　　Très bien, merci, Jean. Et toi? (Prompt, if necessary.)

　　　　Très bien, merci, Caroline.

Use this same structure in a chain drill with not more than six children.

Then:

Let's pretend: J'ai mal à la tête (holding forehead).

Répétez:
J'ai mal à la tête.
　　　　J'ai mal à la tête.

C'est dommage. (Do not forget to say "C'est dommage" each time that a child tells you he is ill.) Now, using props and gestures, conduct a chain drill:

Comment vas-tu?
　　　　J'ai mal à la tête.

Then introduce:

J'ai mal aux dents.
J'ai mal au pied.
J'ai mal à la gorge.

Drill again with the entire group and with individuals. Conduct a chain drill with not more than six pupils, prompting their answers and using appropriate gestures and pictures.

The above structures appear on Page 2 and on Page 8-A of the workbook. As with all exercises in the workbook, the teacher must never introduce reading or writing of material which has not been adequately reviewed and drilled orally. Most of the pupils in each class should have mastered the oral forms of each exercise before reading is presented. It is generally necessary to have read a particular exercise during several French lessons before writing is introduced.

Bon! Maintenant, autre chose. Ecoutez et regardez! (Use flashcards.)

Répétez après moi:

A B C D

Conduct the drill with flashcards, first in sequence, then out of sequence. Use group repetition and then call on individuals to give the name of the letter in French. (If the pupils mastered the French alphabet in Grade 5, a review will simply be needed.)

In subsequent lessons, as the letters of the alphabet are reviewed and mastered, introduce four new letters in the same manner. Do not try to introduce more than four letters in any one lesson.

If time permits, sing a song from Grade 4 or 5. (Napoléon is one of the children's favorites. It also appears in the Grade 6 workbook.)

C'est tout pour aujourd'hui. Au revoir, mes enfants.

Third Day in the Classroom (This may be an extra day in some schools.)

This extra day gives the teacher an opportunity to complete anything that she may not have had time to do on the first two days of class:

1) Rosters, French names, name cards, orientation, etc.
2) Necessary review and presentation of some of the letters of the French alphabet.

3) Other necessary activities. (Song, if time permits.)

Fourth Day in the Classroom

From the first day the children have reviewed the oral forms of greetings. Review them once more and then introduce reading of Exercise A, Page 2 of the workbook, by using flashcards or the chart tablet:

Teacher
Pupil(s)

Maintenant, nous allons lire. Ecoutez et regardez!
Bonjour, madame. Maintenant, vous, lisez!
(The teacher may wish to break the words into syllables.)

Bonjour, madame. (Reading by the entire class.)

Très bien. Lisez encore.
Bonjour, madame.
Bonjour, madame.

Have class read each line at least twice. Then:

Très bien. Maintenant, Marie, toi, lis.
Bonjour, madame.

Très bien, Marie. Maintenant, continuons.

Bonjour, mademoiselle. (Bon-jour, ma-demoi-selle.)
Bonjour, mademoiselle.

Drill the remainder of Exercise A in the same manner, having individuals read after the class has read each sentence a few times. Return to group reading when necessary.

The material in Exercise B of Page 2 is also well known orally by the children. The teacher may wish to introduce reading of this exercise by using flashcards or the chart tablet, using the same technique employed with Exercise A. Before introducing reading of Exercise B, review the oral forms, using props or drawings.

Introduction of the oral forms of l'accent aigu (Page 3):

Teacher, showing picture of a baby:

Regardez! C'est un bébé. Qu'est-ce que c'est? Répondez!
C'est un bébé.

Oui, c'est un bébé. Maintenant, regardez!
Voilà une école. C'est une école. Qu'est-ce que c'est?
C'est une école.

Bon, très bien. Maintenant, écoutez et regardez!
Teacher, showing a picture of a very bright and sunny day:

En quelle saison sommes-nous?
Nous sommes en été. (Prompt, if necessary.)

Très bien. Maintenant, écoutez et répétez! (Use pictures once more.)

Bébé ... école ... été.
Bébé ... école ... été.

As children repeat the words, place pictures on flashcard holder, if available, or stand the pictures on the chalk ledge. Then:

Très bien. Encore une fois. Répétez! Bébé ... école ... été.
Bébé ... école ... été.

As the children repeat the words again, place a flashcard next to the picture. Have the é written in red and the other letters of the words in black.

bébé

école

été

Then introduce l'accent grave in the same manner:

très

après

frère

père

je me lève

Then write é and è on the board, have the class listen to the difference in sound, and repeat all of the words once more, reading them from the flashcards. Mix the flashcards and ask individuals to read the words. Call for reading by the entire class when necessary.

Maintenant, encore une fois, l'alphabet de *A* à *H*.

Use flashcards for review of the letters previously introduced. Call for class and individual repetition and check pronunciation.

Review a song if time permits.

Fifth Day in the Classroom

The following structures should be reviewed often:

Comment allez-vous?
Comment vas-tu?
Comment t'appelles-tu? Je m'appelle...
Comment s'appelle-t-il/elle? Il/Elle s'appelle...
Combien de frères/soeurs as-tu? J'ai...
Je n'ai pas de frères/soeurs.
Combien de frères/soeurs a-t-il/elle? Il/Elle a...
Il/Elle n'a pas de frères/soeurs.
Quel âge as-tu? J'ai...
Quel âge a-t-il/elle? Il/Elle a...

Review *l'accent aigu* and *l'accent grave*, using flashcards. Wait until pupils receive their workbooks and read Page 3 for the explanation of the use of *l'accent grave*. At that time the pupils can read the sentences which contain the words *a - à*, *la - là*, and *ou - où*.

Use flashcards to introduce *l'accent circonflexe*:

âge	fenêtre	île	hôtel	sûr

Further explanation in English (preferably at the end of the class) may be done when the pupils read the material on Page 3. At that time the pupils should be reminded that the accent marks must be learned as part of the spelling of the words.

Then, using flashcards or chart tablet, review the reading of Exercises A and B on Page 2.

When the above exercises have been mastered and pupils read them satisfactorily, introduce Dialogue C on Page 2. Have pictures of Jacques and Mademoiselle Dupont; use stick figures or faces pasted on sticks which are easy to handle.

Teacher	Pupil(s)
Regardez, mes enfants. Voilà un garçon. Il s'appelle Jacques. Comment s'appelle-t-il?	Il s'appelle Jacques.
Très bien. Ecoutez: Il va très bien. Est-ce qu'il a mal à la tête? ... (Pause, holding forehead. Indicate non.)	Non, madame. Il va très bien. (Prompt, if necessary.)
Parfait! Maintenant, regardez. Voilà une femme. Elle s'appelle Mademoiselle Dupont. Comment s'appelle-t-elle?	Elle s'appelle Mademoiselle Dupont.
Mademoiselle Dupont a mal à la tête. Elle a mal à la tête. Est-ce que Mademoiselle Dupont va bien?	Non, madame (mademoiselle).
Pourquoi?	Elle a mal à la tête. (Pupils may respond: Parce qu'elle a mal à la tête.)
C'est dommage.	
Maintenant, écoutez et répétez: (Indicating Mademoiselle Dupont) Mademoiselle Dupont dit: Bonjour, Jacques. Comment ça va? Répétez!	Bonjour, Jacques. Comment ça va?
(Indicating Jacques) Très bien, merci, mademoiselle. Et vous? Répétez!	Très bien, merci, mademoiselle. Et vous?

Etc.

The teacher may wish to personalize this material and to review again:

J'ai mal à la tête.
J'ai mal au pied.
J'ai mal aux dents.
J'ai mal à la gorge.

Continue to use props or gestures to cue the answer which you expect.

Review a song, if time permits. Review letters of the alphabet.

C'est tout pour aujourd'hui. Au revoir, mes enfants. A bientôt.

Sixth Day in the Classroom

Review greetings and weather, using pictures:

Teacher
Pupil(s)

Quel temps fait-il?
Il fait beau.

Oui, il fait beau parce que nous sommes en été. Maintenant, quel temps fait-il?
Il fait froid.

Oui, il fait froid parce que nous sommes en hiver. Et maintenant, quel temps fait-il?
Il neige.

Pourquoi?
Parce que nous sommes en hiver.

Toute la classe, demandez à Robert de vous dire le temps qu'il fait.

Robert, quel temps fait-il?
Il fait mauvais.
Etc.

Review l'accent aigu and l'accent grave rapidly, using flashcards.

Then introduce le tréma and la cédille:

Joyeux Noël

ça   français   française   leçon   garçon

Review the letters of the alphabet: A B C D E F G H. Then introduce:

I   J   K   L

Check mastery of the letters by mixing up the flashcards and calling for group and individual response.

Introduce the verb parler (oral forms) in preparation for the presentation of Exercise F on Page 5. Personalize the use of the verbs.

Teacher
Pupil(s)

Je m'appelle Madame ... Je parle français (parce que je suis française).
Je parle anglais parce que j'habite l'Amérique.

Et toi... (choosing a good pupil to answer the first time), comment t'appelles-tu?
Je m'appelle...

Bon, très bien. (Ask the same question of three or four pupils.)

Simone, parles-tu français? (Give meaning in English, if necessary.)
Oui, madame. Je parle français.

Ask the same question of other pupils, prompting when necessary.

Call a boy and a girl to the front of the class and say:

Maintenant, regardez. Voilà une petite fille et voilà un garçon. Toute la classe, demandez à la petite fille de vous dire comment elle s'appelle. Posez la question!
Comment t'appelles-tu?
Je m'appelle ...

Très bien. Comment s'appelle-t-elle?
Elle s'appelle ...

Teacher

Pupil(s)

Bon. Maintenant, demandez-lui si elle parle français. Ecoutez!
Parles-tu français? Posez la question!
Parles-tu français?
Oui, je parle français.

Elle parle français. Est-ce qu'elle parle français?
Oui, madame, elle parle français.

Use the same procedure with the boy.

If possible, add:

Parlez-vous français, mes enfants?
Oui, madame, nous parlons français.

While it is preferable to use analogy for introducing and drilling parler (selected forms only), the teacher may wish to preface the presentation by saying: "Now we are going to learn to ask,

'Do you speak French?'

And to answer:

'Yes, I speak French.'" Etc.

Or the teacher may simply give the English equivalent once after calling for repetition of the question and answer.

Maintenant, chantons! Que voulez-vous chanter?

C'est tout pour aujourd'hui. Au revoir, mes enfants. A jeudi (etc.).

NOTE: By now the children are ready for their Cahiers de Français. The French teacher may wish to give them to the classroom teacher, asking that they be distributed only to the children who have covers for the workbook.

Seventh Day in the Classroom

Greetings.

Letters of the alphabet: A to P.

Using pictures of a boy, a girl, and a man (*papa*) and a woman (*maman*), drill *parler* again:

Teacher	Pupil(s)
Voilà un petit garçon. Répétez!	Voilà un petit garçon.
Il s'appelle Roger.	Il s'appelle Roger.
Il parle français et anglais.	Il parle français et anglais.
Très bien. Maintenant, écoutez mes questions et répondez!	
Où est le petit garçon?	Voilà le petit garçon.
Comment s'appelle-t-il?	Il s'appelle Roger.
Est-ce qu'il parle italien?	Non, madame.
Bon! Alors, est-ce qu'il parle français?	Oui, il parle français.
Est-ce qu'il parle anglais?	Oui, il parle anglais.
Très bien. Alors, il parle français et anglais. Répétez!	Il parle français et anglais.

Using the same procedure, drill the structure with *une petite fille*, *papa*, and *maman*. Do not forget to ask the question of individuals as well as of the entire class. Also use a chain drill, but not with more than six children in each drill.

Teacher
Pupil(s)

Bien! Maintenant, autre chose. Sortez vos Cahiers de Français et ouvrez-les à la page 2. Nous allons lire l'exercise A. Ecoutez!

Bonjour, madame. Maintenant, vous, lisez à haute voix. Bonjour, madame.
Bonjour, madame.

Très bien. Lisez encore une fois. (Have each line read at least twice.)

Bien, continuons.
Bonjour, mademoiselle. (Listen carefully to mademoiselle and correct pronunciation as this is a difficult word for the children to pronounce when reading.)

Complete the reading of Exercise A in the same manner. Then:

Robert, tu lis la première ligne.
Bonjour, madame.

Suzanne, lis la deuxième ligne.
Bonjour, mademoiselle.
Etc.

Drill the reading of Exercise B in the same manner.

The teacher may wish to assign Exercise A as homework. If so, write the assignment on the board, have the children copy it on Page 1-A, and discuss in English what they are to do.

If the teacher does not wish to give a written assignment at this time, some time may be spent discussing the cover sheet of the workbook or the INSTRUCTIONS TO THE PUPIL on Page 1.

NOTE: It is necessary to teach the children how to practice reading and writing French at home. Encourage the children always to read the exercise aloud several times and to practice writing the sentences on notebook paper before copying them in the workbook. Teach them to read the word or sentence aloud, to write it without looking at it in the workbook, and then to check their spelling and to correct their mistakes.

Eighth Day in the Classroom

Greetings and review of weather:

Teacher

Pupil(s)

Quel temps fait-il aujourd'hui?
Il fait beau. (Using props.)

Et maintenant, regardez cette image, et dites-moi le temps qu'il fait.
Ecoutez: Quel temps fait-il?
Il fait froid/mauvais/chaud, etc.

Catherine, demande à Paul de te dire le temps qu'il fait. Etc.

Maintenant, autre chose. Ecoutez! Il y a sept jours dans la semaine, n'est-ce pas? Combien de jours y a-t-il dans la semaine?
Il y a sept jours dans la semaine.

Using a calendar with LUNDI as the first day, teach:

Quels sont les jours de la semaine?
Les jours de la semaine sont: lundi, mardi, mercredi, jeudi, vendredi, samedi et dimanche.

Très bien. Quel jour est-ce aujourd'hui?
C'est aujourd'hui...

Très bien. Oui, c'est aujourd'hui... (Write the day of the week on the board.)

Using the same method, ask for the months of the year. Again write the current month on the board, leaving space for the date:

Example: Lundi octobre.

Then teach the date:

Lundi le ... octobre 19... (Oral forms require le.)

Later on the French teacher may ask the classroom teacher to assign a child to write the date in French on the board each day.

Review the alphabet to letter P and then introduce Q, R, S and T.

Review "Où est... ?"

Teacher
Pupil(s)

Toute la classe, dites-moi:
Où est Simone?
Voilà Simone.

Simone, où est ton Cahier de Français?
Voilà mon Cahier de Français.

De quelle couleur est-il?
Il est blanc/rouge/jaune, etc.

Ask four or five children the same question.

Très bien. Maintenant, tout le monde, sortez vos Cahiers de Français.
Nous allons lire la Page 2.

Review reading of Exercises A and B and then introduce Exercise C. Model the lines, have the entire class read aloud, and then call on individuals to read. As the children are reading, walk around the room, listening (and checking homework that may have been assigned). Check for children who repeat but who do not read.

After choral reading of Exercise C, ask the boys to read Jacques' lines and the girls to read Mademoiselle Dupont's. Then call on a boy and a girl to do the same thing.

The teacher may wish to make a written assignment at the end of the class, explaining in English what is to be done (Exercise B).

Ninth Day in the Classroom

Greetings.

Review of les accents, using flashcards. Reserve reading of Exercise D, Page 3, for a later date.

Review the following structures:

Comment t'appelles-tu?
Quel âge as-tu?
Parles-tu français?
Combien de frères/soeurs as-tu?

In the following drill, have the entire class ask the question of one child:

Teacher	Pupil(s)
Toute la classe, demandez à ce garçon de vous dire comment il s'appelle.	
	Comment t'appelles-tu?
	Je m'appelle Gaston.
Il s'appelle Gaston. Comment s'appelle-t-il?	
	Il s'appelle Gaston.
Demandez à Gaston de vous dire l'âge qu'il a. Ecoutez et posez la question: Quel âge as-tu?	
	Quel âge as-tu?
	J'ai douze ans.
Il a douze ans. Quel âge a-t-il?	
	Il a douze ans.

Continue with: Combien de frères/soeurs as-tu? ... a-t-il? Etc.
Parles-tu français? Est-ce qu'il parle... ? Etc.

Chain drill:

Josette, demande à Jeanne quel âge elle a. Etc.

Pierre, demande à Claudine si elle parle français. Etc.

When asking "Parles-tu français?" indicate yourself and add, "Bon! Moi aussi." (Exercise F, Page 5)

Maintenant, autre chose. Nous allons lire.

Use chart tablet for introducing reading of Exercises #1 and #2 on Page 4-A. Paste pictures on the chart tablet. After the exercises have been read, ask the group and individuals to read selected words: garçon, parle, Voilà, anglais, fille, un, une, aussi, la, etc. Then have individuals read from the chart tablet. After "s'appelle" has been read, cover the letter "s" and ask again for the word. This device checks comprehension as well as attention.

Maintenant, sortez vos Cahiers de Français. Nous allons lire Page 4-A.

The teacher may wish to assign Exercise C, Page 2, for homework.

Review a song, if time permits.

Tenth Day in the Classroom

Greetings.

Alphabet: A - T. Then introduce: U, V, W, X, Y, Z (flashcards).

Using pictures and other props, begin oral presentation of Exercise J, Page 6.

Teacher	Pupil(s)
Voilà une maison. Répétez!	Voilà une maison.
Oui, voilà une maison. Maintenant, regardez! Voilà une petite fille. Répétez!	Voilà une petite fille.
Voilà Paris.	Voilà Paris.
Voilà un chien.	Voilà un chien.
Voilà un chat.	Voilà un chat.

Maintenant, écoutez une histoire. Ecoutez simplement.

Teacher	Pupil(s)
Voilà une maison. C'est la maison de Marie. Marie a douze ans. Elle est française. Elle parle français. Elle habite Paris avec son papa, sa maman, et son frère Gilles. Elle a un chien blanc et marron. Il s'appelle Jojo.	
Bon! Attention! Je vais poser des questions.	
Comment s'appelle cette petite fille?	Elle s'appelle Marie.
Quel âge a-t-elle?	Elle a douze ans.
Est-ce qu'elle est française?	Oui, elle est française.
Où habite-t-elle?	Elle habite Paris.
Est-ce qu'elle parle français? (Parle-t-elle français?)	Oui, elle parle français.
Combien de frères a-t-elle?	Elle a un frère.
Comment s'appelle-t-il?	Il s'appelle Gilles. (Prompt, if necessary.)
Est-ce qu'elle a des soeurs?	Non, elle n'a pas de soeurs.
Est-ce qu'elle a un chien?	Oui, elle a un chien.
De quelle couleur est-il?	Il est blanc et marron.
Comment s'appelle-t-il?	Il s'appelle Jojo.

Always confirm the responses. The teacher may wish to use cutouts on sticks or to reproduce the material in storybook form.

Then review the oral forms of Exercise F on Page 5. The teacher may wish to have this exercise read from the chart tablet.

Teacher

Pupil(s)

Sortez vos Cahiers de Français. Ouvrez-les à la page 2. Nous allons lire l'exercise C. Lisons tous ensemble à haute voix. (Then have individuals read certain lines of the exercise.)

Maintenant, tournez à la page 4-A. (Hold up a workbook and show the class Page 4-A.)

Lisons les exercises ensemble. (Then have individuals read #1 and #2.)

Maintenant, numéro 5 - TEST YOUR PROGRESS:

Levez la main!

Page 4-A, l'exercise 5. Numéro un:

Bonjour, Charles. Comment ________ ________? (Pause)

Roger, lis!

Bonjour, Charles. Comment ça va?

Très bien. Oui, la question est: Comment ça va? Etc.

The teacher may wish to use flashcards and to have the class read the correct responses. Continue with the remainder of this exercise in the same manner.

Assign this exercise for homework. The teacher may also wish to assign another exercise (possibly Exercise F, Page 5).

Review a song, if time permits.

The teacher should continue to write the assignment on the board at the end of the class, to discuss with the pupils what they are to do, and to explain in English any difficult grammatical point that may have been drilled that day. The children must know what they are saying and reading.

Eleventh Day in the Classroom

Greetings and warm-up.

Alphabet: A - Z.

Explain briefly in English what a pronoun is as outlined on Page 5-A, #1. Then drill examples:

Teacher	Pupil(s)
Ecoutez. Jacques (pointing to a boy in the front of the room) parle français. Il parle français.	

If necessary, explain in English:

We are going to replace nouns with pronouns. Instead of saying "Jacques speaks French," we are going to say "He speaks French." I will give you sentences with a noun (un nom or un substantif) and you will replace it with a pronoun (un pronom). Jacques parle français. - Il parle français.

Ecoutez encore:
Jacques (pause) . . . un nom.
Il (pause) . . . un pronom.

Maintenant, remplacez le nom par un pronom:

Teacher	Pupil(s)
Jacques parle français.	Il parle français.
Charles parle français.	Il parle français.

The teacher may wish to preface this drill by first showing pictures and asking the pupils to substitute il for the noun: papa, garçon, frère, etc. Then use the same words in sentences, having the pupils replace the noun with a pronoun.

Très bien. Maintenant, attention! Ecoutez bien la différence:

Voilà Marie. Marie a huit ans. Elle a huit ans.

Marie - nom.
Elle - pronom.

(Il, ils, elle, and elles should also be drilled as pronouns which represent inanimate objects as well as persons.)

Voilà maman. Elle parle anglais.
Maman - nom.
Elle - pronom.

Regardez la porte. La porte est fermée (ouverte). Elle est fermée (ouverte).
Porte - nom.
Elle - pronom.

So as not to confuse the children, teach only the singular forms of the pronoun in this lesson (il and elle), and do not mix the gender until you feel confident that the children understand the difference.

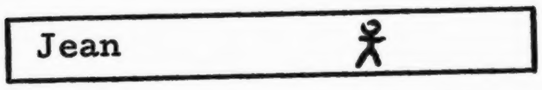
Review Exercise F, Page 5, with the chart tablet. Call for choral and individual reading of this exercise. If children have written this exercise, the teacher may wish to have pupils exchange workbooks and underline any mistakes. Then have the workbooks returned so that the pupils may correct their own mistakes. While they are doing so, the teacher may write the assignment on the board.

Twelfth Day in the Classroom

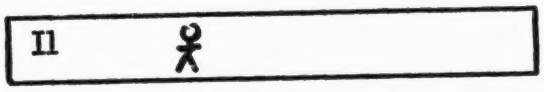
Warm-up: greetings, weather, alphabet, etc.

Review use of pronouns il and elle and then introduce oral forms of ils and elles. Flashcards may then be used to reinforce the use of the masculine and feminine:

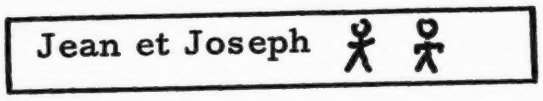
Front:



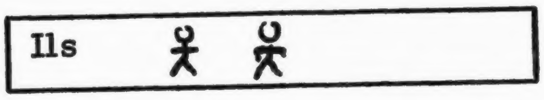
Back:

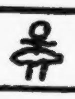
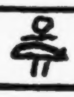
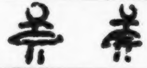
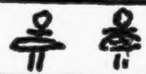
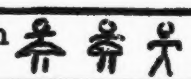
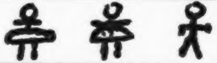


Front:



Back:



Front:	Jeanne 	Back:	Elle 
Front:	Jeanne et Marie 	Back:	Elles 
Front:	Jeanne, Marie et Joseph 	Back:	Ils 

The teacher may wish to use some of the nouns on Page 5-A, #1, in sentences, having the pupils replace the nouns with pronouns. Example:

Jacques est américain.
Il est américain.

Le garçon parle anglais.
Il parle anglais.

Le chat est blanc.
Il est blanc.

Mademoiselle Dupont a mal à la tête.
Elle a mal à la tête.

La porte est fermée (ouverte).
Elle est fermée (ouverte).

Les soeurs parlent français et anglais.
Elles parlent français et anglais.

Etc.

Then do #2 on Page 5-A. The teacher reads the sentences (going across the page) and the class substitutes a pronoun for the noun(s). Then redo the exercise having individuals make the changes.

The teacher may wish to use the "storybook approach" and review Exercise J, Page 6, in the same manner as before:

Tell the story;
Personalize the questions and answers.

Such a drill leads into the presentation of Exercise H on Page 6.

Assignment: Study Page 5-A and complete Exercise #2 at the bottom of the page.

Thirteenth Day in the Classroom

Warm-up.

Alphabet. The teacher may now wish to use a chart rather than the flashcards as it is easier to handle and permits the teacher to point to certain letters of the alphabet.

Review and correct the homework assignment (Page 5-A, #2). Write on the board: Il Elle Ils Elles

Have individuals read the sentences as they are and then replace the noun(s) with a pronoun. The teacher points to the correct form on the board and pupils correct mistakes, if any.

Exercise I, Page 6:

Using flashcards with the letter a written in red, have the class read after you:

papa la madame ça va Etc.

Quel son entendez-vous? Repeat the words.

Then do the same thing with an, writing the two letters in green:

France français française ans Etc.

Then have pupils open their workbooks and do Exercises H and I on Page 6. Assign Exercise H for homework after it has been read.

Additional drill on parler using all six persons:

Teacher

Pupil(s)

Moi, je parle français.
Et toi, Simone, parles-tu français?
Oui, madame, je parle français.

Très bien. Toi et moi, nous parlons français. Répétez, tout le monde:
Nous parlons français. (Using gesture)
Nous parlons français.

Jacques parle français. Est-ce qu'il parle français?
Oui, il parle français.

Bien. Simone et Jacques parlent français. Est-ce qu'ils parlent français?
Oui, ils parlent français.

Est-ce que vous parlez français, mes enfants?
Oui, nous parlons français, madame.

Continue to drill and personalize parler each day so that the pupils will thoroughly master the oral forms of this verb of the first group. Gradually present reading of the structures at the same time reinforcing the use of nouns and pronouns. Flashcards enable the teacher to control the reading activity:

Front:	Robert parle français.	Back:	Il parle français.
Front:	Suzanne et Marie parlent français.	Back:	Elles parlent français.

Other activities as outlined in the Grade 6 section of the Curriculum Guide are:

Brief dictations of material which pupils should know how to write.

Spelling, using the French alphabet and names of accents.

Spelling tests of words from the sound-identification and spelling exercises.

Preparation of a monologue based on Exercise J.

Simple test exercises reproduced on ditto by the French teacher.